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A Weekly Journal of Education.

Vol. LXIV.

For the Week Ending March 22

No. 12

Copyright, 1902, by E. L. Kellogg & Co.

The School System of the United States: How it Solves Problems of Race and of Higher Education.

By J. HIRST HOLLOWELL, Secretary of the Northern Counties Education League, England.

(Concluded.)

Superintendents of Education.

One feature of the American school system has surprised English educationists almost more than any other, and that is the large powers wielded by the important officers known as "superintendents" of education. Less democratic as we are in the structure of our system, or of one large part of it, we have hitherto refrained from creating officers armed with the plenary authority of some of these superintendents.

Of course, there is no Whitehall, or South Kensington, or "My Lords" of an inscrutable "Education Department" in the United States. A Central Department at Washington issuing codes, determining subjects of instruction, dealing with applications for remission of fees of 2d. or 1d. per week, sending inspectors all over the country able to fix the number of scholars per teacher, and creating authorities for special branches of education without parliamentary or local consent, does not exist, and no seasoned American could imagine it being called into existence. The seat of federal government is at Washington, the capital, but the seat of educational government is in every city, township, and village. Decentralization is complete. The scope and kinds of education needed in a city or township are entirely under local control. Of course, a general desire to reach a high standard leads to emulation of the best examples. But local autonomy could not be carried further than in the school arrangements of the states.

The superintendent is chosen, as a rule, by the education committee of the city or township. In San Francisco and Buffalo he is elected by a popular vote.

The duties of superintendents of schools are much the same everywhere. In Southern and Western cities there is no marked difference between the authority exercised by their officers and by those of Massachusetts. It is, therefore, interesting to know that the following are the powers conferred upon superintendents in Massachusetts. The number of the cities and towns reported on is 236.

| Duties. | No. of Cities, Towns, etc. |
|---|----------------------------------|
| Selection of Text-Books..... | 92 |
| " Apparatus..... | 93 |
| Making of Course of Studies..... | 164 |
| Nomination or Certification of Teachers..... | 95 |
| Appointment of Teachers..... | 21 |
| Suspension "..... | 16 |
| Dismissal "..... | 15 |
| Inspection and Direction of Teachers' Work..... | 218 |
| Calling and Conducting Teachers' Meetings..... | 224 |
| Promotion of Pupils..... | 187 |

In many other cases the superintendent possesses joint or advisory power. About three-fourths of the superintendents of Massachusetts are college or university graduates, with an average experience in teaching power of twelve years. Nearly all others are either

graduates of normal schools or have been students in colleges.

Normal Schools (for Training Teachers).

The training of teachers has been a matter of great contention and difficulty in England, like most of our questions of education. The United States avoids our difficulties by separating its entire educational system from matters of religious controversy. Thus no applicant for normal school training can be refused admission on any but educational and public grounds. The training of teachers is perhaps the most momentous phase of higher education. As this is well managed or mismanaged the education of a nation must rise or fall. The provision of normal schools is deemed by the several states as regular a part of their work as the provision of primary or higher schools. Four years in a high school qualifies for admission to the normal school.

Lord Melbourne, Queen Victoria's first prime minister, proposed in 1839 to erect a State Training College for Teachers on a non-denominational basis, but dropped the scheme because of the opposition of those who denied that the training of teachers or the education of scholars should be subject to public control. Sixty years have gone by since that abortive effort, and to-day there is no training college that can be called a state institution. The nearest approach is to be found in the pupil teacher centers, the certificate classes, and the day training colleges opened by a few school boards or attached to some university colleges. But a residential training college under public control does not exist in England and Wales.

Things are more advanced in the states. They have built 166 normal schools, residential and non-residential. While London, with a population of 6,580,616 in its police district and of 4,536,063 in its school board district (Census of 1901), has no power to build a college for teachers, Massachusetts has built ten normal schools for a population of 2,500,000. The following are the figures for some of the states:—

| State. | No. of Normal Schools. | No. of Students | State | No. of Normal Schools. | No. of Students |
|------------------|------------------------------|--------------------|-----------------|------------------------------|--------------------|
| Maine..... | 5 | 700 | Indiana..... | 2 | 1,179 |
| Massachusetts.. | 10 | 1,421 | Michigan..... | 3 | 1,199 |
| New York..... | 15 | 5,888 | Wisconsin..... | 7 | 2,729 |
| Pennsylvania.... | 15 | 7,726 | Minnesota..... | 5 | 2,135 |
| West Virginia... | 7 | 1,001 | Iowa..... | 5 | 2,097 |
| North Carolina.. | 6 | 810 | Missouri..... | 4 | 1,600 |
| Kentucky..... | 6 | 382 | Kansas..... | 1 | 1,423 |
| Alabama..... | 5 | 617 | Colorado..... | 1 | 323 |
| Mississippi..... | 7 | 184 | Washington.... | 2 | 322 |
| Texas..... | 3 | 523 | Oregon..... | 2 | 561 |
| Ohio..... | 5 | 587 | California..... | 4 | 1,842 |
| Illinois..... | 3 | 1,768 | | | |

I omit figures for twenty-two other states. And it should not be forgotten that, besides these 166 state normal schools, there are 165 non-public normal schools, nearly the whole of which are carried on upon an unsectarian basis. Further, many normal students are received in the public universities and colleges (as in Scotland), and in some of the high schools and other

institutions. The total number of students being trained for the teaching profession in 1898-99 was 93,687, of whom over 56,000 were being trained in public institutions. When these figures are compared with the figures for England, they develop a startling contrast. In our 44 residential training colleges and the 14 day colleges there is accommodation for only 4,898 students. Of these 2,910 places are only available for persons attached to particular denominations, and 2,440 belong to one denomination. So that, if the colleges are all full, we have less than 5,000 students enrolled. Taking the same year as that for which the returns for the United States have been given, viz., 1898-99, the 58 English colleges were educating only 4,585 students.*

It is, therefore, only a fair conclusion that the system in the United States is a successful solution of the problem of higher education as it regards the training of teachers.

State Universities.

Above the high schools a system of state universities has been built up to complete the provision for public education. Of course, all universities are not public in the sense of being owned and directed by states. That great historic foundation, Harvard university, in Massachusetts, like the University of Pennsylvania, and numerous others is independent of state control, tho in close touch with the operations of the state systems. But the architects of American institutions were too wise to leave that yawning chasm between the early and final stages of education which is still our perplexity and discredit in England. It is considered next to the marvelous here for scholars from public elementary schools to find their way after years of struggle to one of the national universities. It is cause for gratitude that these examples are not quite so few and far between as they were twenty years ago. But what is a phenomenal triumph in this country is the normal course in the United States. Both Congress and the state legislatures have made the scholar's way plain and open to the top of the ascent.

Take, for instance, the "constitution" of the state of Michigan. It reveals the anxiety both of the federal government and of the state of Michigan to make the higher education a first charge upon the land of the country. In England the concern has been to keep local charges for education, and educated laborers also, off the land. At this moment a rich county like Cheshire almost entirely escapes education rates. The framers of the constitution of Michigan in 1835 went to work on a different principle. I quote part of that instrument:—

First.—Section numbered 16 in every surveyed township of the public lands, and where such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the state for the use of the school.

The same ordinance sets forth that

The seventy-two sections of land set apart and reserved for the use and support of a university by an act of Congress approved on the 20th day of May, 1826, . . . shall, together with such further quantities as may be agreed upon by Congress, be conveyed to the state, and shall be appropriated solely to the use and support of such university, in such manner as the legislature may prescribe.

Under the same constitution all fines for breaches of the penal laws are to be applied to the maintenance of libraries.

At one time Ohio, Indiana, and Illinois had adopted the practice of leaving each township to manage the sixteenth section of school lands received from the national government. But Michigan led the way in the better policy of accumulating all these gifts in one great fund, and entrusting the administration of it to the legislature for the benefit of common schools and universities alike. This lead has been largely followed by other states.

*Page xlii., Blue Book, 1898-99.

Some of the state universities are free of fees for tuition to students born in the state. Thus Michigan offers a free university course to every native of the state who can pass the examinations for admission. This splendid policy meets with its reward in numerical and scholastic success. The "Ann Arbor" university, i.e., the State University of Michigan, in 1898-99 possessed a staff of 199 professors and instructors, responsible for the education of 2,386 male students and 673 female students. This total is little inferior to the number of students at Harvard itself, where 3,912 male students were in attendance in the same year. Illinois state university numbered 1,492 males and 332 females.

The following list will indicate the large number of states that have established universities under their own control, and the number of students in each. It should be remembered, however, that besides the state universities there are other universities and colleges available for the people to an extent to which our own country affords no parallel. Some of these latter are of the highest standing, and are not seldom quite unsectarian in character.

STATE UNIVERSITIES.

| University. | Number of Students. | | University. | Number of Students. | |
|------------------|---------------------|----------|-------------------|---------------------|----------|
| | Males. | Females. | | Males. | Females. |
| Alabama..... | 332 | 27 | Nevada..... | 159 | 172 |
| Arkansas..... | 451 | 137 | North Carolina.. | 480 | 9 |
| California..... | 1,332 | 908 | North Dakota... | 138 | 264 |
| Colorado..... | 411 | 289 | Ohio (3)..... | 232 | 122 |
| Delaware..... | 116 | 16 | | 994 | 190 |
| Florida..... | 147 | 79 | | 136 | 12 |
| Georgia..... | 248 | ... | Oregon..... | 179 | 78 |
| Illinois..... | 1,492 | 332 | Pennsylvania..... | 319 | 10 |
| Indiana..... | 732 | 318 | South Carolina.. | 166 | 18 |
| Iowa..... | 1,092 | 247 | South Dakota... | 164 | 180 |
| Kansas..... | 674 | 413 | Tennessee..... | 595 | 75 |
| Kentucky..... | 370 | 110 | Texas..... | 599 | 201 |
| Louisiana..... | 287 | ... | Utah..... | 286 | 355 |
| Maine..... | 329 | ... | Vermont..... | 445 | 64 |
| Maryland..... | 108 | ... | Virginia (2)..... | 595 | ... |
| Michigan..... | 2,386 | 673 | | 194 | ... |
| Minnesota..... | 2,009 | 826 | Washington..... | 142 | 122 |
| Mississippi..... | 192 | 34 | West Virginia... | 624 | 153 |
| Missouri..... | 645 | 176 | Wisconsin..... | 1,441 | 400 |
| Montana..... | 100 | 108 | Wyoming..... | 76 | 66 |
| Nebraska..... | 981 | 591 | | | |

State System Promotes Private Generosity.

If to this list were added all non-state institutions of higher learning much space would have to be occupied. For it is a remarkable result of the widespread provision and the efficiency of the public system of education in the United States that, instead of depressing private generosity, it greatly stimulates it. "Voluntary contributions" to a state system, and to higher education, flow more freely than in this country. The voluntary contributions to many of the state schools exceed those given to a considerable number of what are called "Voluntary" schools on this side of the Atlantic. Perhaps nowhere in the world are such munificent gifts made to the highest institutions of learning as in the United States.

It ought to be said that the high school was designed and set up in the states for its own sake, and to give scholars the preparation needed to enable them to enter directly into the business of life. The wish to conduct pupils to the university was not the governing motive of those who determined to open advanced courses of education to the people at large, many of whom would never be able to enter a university. The universities had a strong case of their own, and the states never knew how many high school graduates would reach the university until the high schools had begun to do their work by exciting aspirations after the highest culture. On the other side, the universities soon came into warmly sympathetic relations with the high schools by sending them a supply of teachers imbued with the university spirit and able to stimulate intellectual aspirations. In this way the state universities have exercised an elevating influence upon the whole common school system below them, while that system, not being narrowed in spirit, starved in resources, and cramped in scope as in Eng-

land, has furnished to the colleges and universities the admirable material needed to enable them to fill their lecture-rooms and to perform their great work for the Republic. Thus the problem of higher education is solved, or is in course of being solved, on the only lines that promise success. Every child knows that the state has opened his path to the highest tablelands of culture, and every citizen knows that the nation will gather the full result of its labor and expenditure upon the common schools. The richest seed is sown, and, like a wise husbandman, the state takes every security in its power, first to mature the grain, and then to reap and garner the mental harvest.

Education of the Colored Population.

This is naturally, and must for some time remain, the weakest side of American education, as well as of American social conditions. Those who are fond of expatiating on the prevalence of crime in the United States generally forget to point out that it is almost entirely due—where it exists—to the illiteracy of the negro and of the foreign-born immigrants.

Two factors must be borne in mind: (1) The effect of previous servitude in impairing the capacity of the colored race for education; and (2) the racial antipathies which made the governing white population reluctant to grant equal educational rights to the blacks. It is only within the last four years that the common schools of Ohio have been open and free to all its children and youth. In 1859 the supreme court of that state gave a decision excluding from public schools established for white children not only pure negroes but children five-eighths white.

It is said that eighty per cent. of the negroes now in the states never knew the evils of personal slavery. That may be so, but one generation of liberty is not enough to obliterate the mental effects of centuries of degradation.

Great progress, however, has been made, and there is no justification for the obstinate skepticism of many persons as to the capabilities of the negro. Such names of negro scholars as Washington, Jones, Council, Atkins, Dunbar, Du Bois, Fortune, Turner, Gaines, Brooks, and many others, should witness for the hopeful view.

There seems no room to doubt that the negro in the Southern states has made considerably greater progress than in Hayti, Guinea, Jamaica, or any other part of the world.

President McKinley—whose assassination has caused universal sorrow—declared, December 18, 1898, in an address to the colored students of Tuskegee institute:—"Nowhere are such facilities for universal education found as in the United States. They are accessible to every boy and girl, white or black." This is true, but the ideal may yet be more closely realized. In New England it is pleasant to see black and white children taught in one class-room, and sometimes to see that the teacher in charge is an accomplished negress. In Cambridge, in 1899, a head mistress of one of the best schools was a colored lady. But conditions found in Massachusetts—the cradle of abolition—are not yet to be found everywhere.

Undoubtedly the common school system is the only one that can master the difficulties of negro education. It is slowly doing it, and one day will do it more effectually.

In the sixteen former slave states and the District of Columbia there were enrolled for 1898-99 a total of 5,662,259 scholars of whom 4,150,641 were white and 1,511,618 black. These figures show that 61.71 per cent. of the white children of school age and 51.89 per cent. of the black children of school age were enrolled. It is pleasing to record that the average daily attendance of the two classes was equal.

In 1870-71 the expenditure on the colored schools in the District of Columbia, Florida, Kentucky, Maryland, and North Carolina was only £5,700, whereas in 1898-99 it had become £265,000. Over the whole area of the

former slave states it reached £1,250,000 in the latter year. It is still too low.

The commissioner of education reports that there are 180 secondary or higher schools for negroes, with 43,-430 students, of whom 4,061 were being trained for teachers.

The six states in which race conditions prove most obstructive are Louisiana, Alabama, Georgia, South Carolina, Mississippi, and North Carolina. Here the illiteracy of the negroes is sometimes as high as sixty per cent. In the District of Columbia it is only thirty-five per cent. We must take encouragement from the fact that it is steadily declining, and is now less than the illiteracy of the population of Italy forty years ago. An American writer has said that "during the last thirty-five years over 500,000 colored children have entered manhood and womanhood with more schooling than George Washington, Benjamin Franklin, Abraham Lincoln, Horace Greeley, and others. This is a remarkable statement, but it is not made to damp but rather to intensify American zeal for negro education. It marks progress that already 140 millions of dollars have been spent on the education of the negro race, who, in 1860, were declared by the supreme court of the United States not to be American citizens at all. There are now probably 50,000 colored educated teachers, preachers, and doctors among the eleven millions of negroes in the states.

The disparity between the number of colored and white students in public high schools in states like Alabama and Missouri is still most marked, but on the other hand the attendance of both races in the common schools of the old slave states, as shown in the following table, inspires bright hopes for the intellectual future of a once oppressed people:—

COMMON SCHOOLS OF OLD SLAVE STATES, 1898-99.

| State. | White Scholars. | Colored Scholars. |
|---------------------------|-----------------|-------------------|
| Alabama..... | 216,686 | 132,213 |
| District of Columbia..... | 29,311 | 15,387 |
| Florida..... | 61,657 | 40,798 |
| Georgia..... | 270,267 | 180,565 |
| Louisiana..... | 109,732 | 71,609 |
| Mississippi..... | 170,811 | 196,768 |
| Missouri..... | 656,816 | 31,767 |
| North Carolina..... | 261,223 | 134,152 |
| South Carolina..... | 119,027 | 139,156 |

Conclusion.

This review of the conditions of American education will, I think, abundantly sustain the position taken in this article, namely, that the problems of race and of higher education are, in principle, and to a wonderful extent in practice also, being solved by universal free, graded, and well-equipped schools, in contact with normal schools and universities; the whole under public control, and free from non-educational tests and aims.

The esteem in which this system is held by the American nation is evinced by the fact that no political party challenges it, or could afford to do so. The zeal of the people to give higher education to remote and poor districts is shown by the expenditure of one state—Massachusetts—in conveying scholars from such districts to school. This state devotes to education between one-fourth and one-fifth of all it raises by taxation. Looking over the wider field of the whole Republic, the private benefactions to institutions of higher education in 1898-99 amounted to twenty-two million dollars.

Longfellow's Opinion.

The great poet Henry Wadsworth Longfellow was asked to express his view of the common school system of the states as early as 1851, and this in what he said:—

I very heartily approve of the system on the grounds that

* Report of the Commissioner of Education, 1897-8, Vol. I., pp. 381-2.

by it the means of education are given freely to every one, and, however poor a man may be, he feels that the education of his children, to a certain point, is secured to them, and that good morals will be taught them, and their religious sentiments cherished and cultivated.

The American ideal of education has perhaps never been stated with finer feeling than in the following weighty words of Mr. Frank A. Hill, secretary of the Massachusetts board of education—a worthy successor of Horace Mann—in his report for 1898—9. With these words I close:

It is the right of children to have their childhood reserved for its natural employments—play, recreation, schooling, and such lighter forms of work as children can do without loss of childhood's privileges. Thrusting them prematurely into factory life or any life akin to that is an abuse of children and an injury to the state not to be tolerated. By as much as human minds and souls transcend in value the products of human hands, by so much does the need of the schools for competent supervision transcend the need of the factory. No sane corporation would let its workshop drift and no sane community should let its schools drift without a directing and unifying head.

The Practical Unity of the Male Voice.

By JOHN J. DAWSON, Supervisor of Music, Montclair, N. J.

It is the custom nowadays to eulogize the wonderful achievements of the nineteenth century. This of course is most praiseworthy, and without attempting to detract in the least from the marvelous progress of the past century, the present writer would earnestly draw attention to a subject that has been waiting patiently for improvement for a long time—I refer to the male voice. So accustomed are we to accept existing conditions without question, that probably most of my readers will exclaim, "Why, what is the matter with the male voice?" I do not hesitate to reply that "its condition is a reproach to our boasted scientific civilization."

It seems to be the universal idea that the voices of the boy and the man are two distinct and separate voices, entirely independent of each other. All our training and usage of the male voice, whether in boyhood or manhood, is based upon and adapted to this theory with the natural result that the voice, whether of the boy, the youth, or the man, is a comparative failure. Few boys, still fewer youths, and almost as few men are able to sing even in an elementary fashion, and very many use their voices badly in speaking. I would utterly condemn this theory of the practical independence of the boy's and man's voices, and I would assert my belief in the actual unity of the male voice. It is granted that there are two sections, the boy's and the man's, but they are related and interdependent. The boy's voice is father to the man's voice as truly as the boy himself is father to the man.

The Change of Voice.

A little boy who happens to be among the fortunate few who are able to sing, uses or should use his voice as a girl uses hers, because his vocal conditions resemble those of the girl. When he reaches, say 14 years of age, his voice changes from the voice of boyhood to that of manhood. In the great majority of cases this change occurs in a violent manner, i. e., it "breaks" in the process of change. This "break" is accompanied by an inflamed and congested condition of the throat and larynx, and the use of his voice in any shape or form causes the boy much pain and embarrassment, the latter because of the fact that it is entirely beyond his control. Usually all singing has to be stopped and the voice rested, perhaps for a few months, or a year, or even for two years, and not frequently the boy has to bid a final adieu to singing and probably to correct voice use even in speaking in manhood. This result is more likely to be the case if he has used his voice much in singing, loud talking or shouting—indulgence in the college yell is a prolific cause of voice ruin among youths; likewise sing-

ing too long in the upper part of the voice as required in boy choirs. The boy must change to the man, and the boy's voice must give place to the man's voice.

What Causes the "Break."

Many enquirers into this peculiar phenomenon believe that the "break" is the natural result of the change from boyhood to manhood which change is necessarily accompanied by the throat congestion referred to above. "The method of using the voice has nothing to do with the case, it is entirely innocent," they say. "It is a natural phenomenon and as such beyond human influence." That this is an old question we may see from the following from Quintilian: "It is not without reason, however, directed by all writers, that we should be moderate in the exercise of the voice at the period of transition from boyhood to manhood, because it is then naturally obstructed." Vol. II., p. 350-par. 28, Bohn.

This difficulty is an heirloom from antiquity, but unless the writer is very much astray in his reasoning and experience it has reached its solution at the threshold of the twentieth century.

The change of voice comes at puberty and is the result of natural laws—the boy changes into the man, and the boy's voice is naturally replaced by the man's voice. The violent change or "break" is caused simply by force of habit. The boy has been using his voice for probably fourteen years at the boy's pitch until he has acquired a pitch habit and he cannot overcome it unaided. He continues to use his voice thus until nature can stand the opposition to her authority no longer, and actually rebels, and as the result of the struggle, nature on the one hand and old habit on the other, the voice breaks—the vocal muscles are so severely strained that inflammation and congestion are developed and the voice becomes unfit for use. The congestion and the "break" are due directly to muscular strain, and not to the change from boyhood to manhood merely. Those who claim that the "break" is natural, overlook the fact that some voices do not "break" but change gradually, and their owners continue to use their voices while the change is going on. And is it not singular that some of the finest male voices changed in this way, and is it not a fact that most of the fine boy singers meet with the "break" and practically never sing again? Is it possible indeed that the changing process thru which some voices go naturally cannot be taught to all?

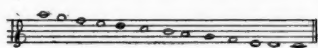
The Natural Changing Process.

The diseased condition of the throat and larynx claims that the "break" is unnatural. It reduces the voice figuratively to a mass of debris. It is really broken down and the man's voice requires to be rebuilt. As the same materials, larynx, muscles, cords, and throat must be used in manhood it can easily be understood how imperfect must be the future man's voice built upon such a defective foundation. It is not too much to assert that over 90 per cent. of boys' voices are ruined by this unnatural and barbarous process.

On the other hand the boy grows gradually into the man, and his voice should grow gradually into the man's voice, without any break whatever. It is well known that the larger the larynx the lower the pitch and the heavier the voice, the smaller the larynx the higher the pitch and the lighter the voice. Boys produce higher tones than men because their larynges are smaller than the larynges of men. Now the growth of the larynx is a natural process even as the growth of the boy and, therefore, as the larynx grows day by day, week by week, month by month, and year by year, larger and stronger, the boy's vocal pitch should fall lower and lower by easy stages. This process of gradual descent of the vocal pitch avoids all strain, and thus prevents the break and preserves the voice unimpaired for manhood. This is the natural process of change for the boy's voice, inasmuch as the vocal pitch is adapted to the changing condition of the larynx.

The Relation Between the Juvenile and Adult Male Voice.

The boy has a much smaller larynx than the man and produces lighter tones of comparatively high pitch. The approximate compass of the boy's voice is (Fig. I):



The man with his larger larynx has a voice about one octave lower, and as he is matured his voice is much stronger than the voice of the boy. The approximate compass of the man's voice is (Fig. II):



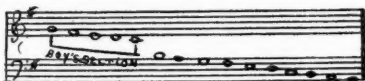
It will be seen by an examination of Figs. I and II that the upper tones of the man extend about one octave into the boy's range. From middle C up to C third treble space.

The next figure shows approximately the complete male voice (Fig. III):



When the boy's voice "breaks" it seems to topple over with middle C, D, E, as a pivot place and the voice goes to the opposite extreme of the compass. He immediately tries to forget and lose his old voice, he even becomes ashamed to use it and stoutly maintains that he is a bass and insists upon singing bass, thus doing much harm to his voice if it should happen to be a tenor after all. He has some reason on his side as the pivot tones, referred to above, are extremely weak and he concludes that they are permanently so. Suppose he should lose the tones C, D, E, F, in the change, his voice is unsatisfactory in the matter of range as tenor, baritone, or bass.

Figures IV., V., VI., show that the boy makes a serious



mistake in losing his boy's voice entirely. The claim of the present writer is that suitable training will avoid the hitherto unavoidable "break" and prove the unity of the male voice by range extension upward into the boy's region, and by improving the quality and durability of the voice.

Need of Systematic Training.

That some voices make the gradual change unaided is due chiefly to the fact that the voice has not been overworked or abused in any way. But by far the larger number of boys' voices cannot change gradually unaided because of the fixed habit of voice use referred to above.

There are two important obstacles confronting the boy who would sing—imperfect breathing, and tightness of the throat. It is a surprising and regrettable fact that a large number of children breathe in a defective manner and probably all children who cannot sing are thus afflicted. This has been the experience of the present writer and furthermore it may be said that

teaching the non-singing child to breathe properly often enables him to become a singer. It must be remembered that singing is a physical act and requires muscular energy to accomplish it. This muscular energy must be maintained thru the medium of the breathing muscles. If the breathing and breath control be defective, there must surely be a deficiency in muscular energy, and therefore an imperfect condition for singing or indeed for any other physical exercise.

The tight throat is acquired in early boyhood. The boy being stronger, sterner than the girl, uses his voice more violently from the time he can make any vocal sounds, and he goes on doing this all his waking life. This is literally true of the average boy. He establishes a condition of throat stiffness that is absolutely opposed to the proper use of his voice. Singing thus comes hard to him. He discovers something in his throat that forms a formidable, and unaided, an insurmountable barrier. It is perfectly true that he put it there but he cannot take it away. If let alone he never sings; he has "no voice" and "no ear" for music. These are simply abnormal physical conditions and can be overcome by training. It is this neglect, misuse, yes, abuse of the voice that culminates in its breakdown at puberty.

The boy's voice really requires more care than the voice of the girl. There must be systematic training to counteract the dangers brought about by the boy himself. This training should begin in early boyhood and extend over the period of change into manhood. It should become part of the school course, and should also be closely supervised and encouraged at home. More helpful sympathy and less ridicule from home intimates is urgently needed and there is no doubt but that it would be thankfully received by the boy.

Practical Results.

A system of training the boy's voice to change gradually, without breaking, originated and developed by the present writer, has been in use for several years in public school work. It has been demonstrated that boys' voices need not break, that boys may safely sing during the change—indeed there is more danger to the voice at this period by cessation from singing than in using the voice properly; that a much larger proportion of boys sing and enjoy singing than under the old system; that boys of fourteen, fifteen, sixteen years of age, instead of being vocally disabled, sing tenor and bass, in somewhat immature voices, to be sure, but this condition of immaturity will be changed as fast as the youth grows toward manhood, and that a youth who has really a tenor voice need not begin his adult experience by singing bass as so many do, unfortunately, to the great danger to their tender vocal organs.

It is manifestly impossible to go into the details of the system here, but this much can be said—it consists of a number of exercises, beginning with the young boy and extending over the period of change. It is simple and can be acquired in a short time and successfully used by parents in home instruction, and by teachers in the regular school course. It really requires a little common sense rather than musicianship or teaching ability and is applicable to all boys.

Important Bearing on the Future Man's Voice.

The success of this work cannot fail to exert an important influence upon the man's voice. It is a well-known fact that a very large percentage of men are unable to sing and a large proportion are unable to use their voices to advantage in speaking, which can be justly ascribed to the wholesale damage to the voice in boyhood. It may be objected that we have no statistics as to the value of this training on the ultimate man's voice. True, the system is not old enough for that. But we are surely justified in assuming that the man's voice must be greatly improved if it does not undergo the "break" in youth. The author believes that the change of method will create a revolution in the adult male voice and put it on a par with the hitherto more fortunate female voice.

Obstacles to Educational Progress.*

By State Supt. WM. K. FOWLER, Lincoln, Nebraska.

Once upon a time a farmer was impressed with the argument that only by averaging might the best results be accomplished. He heard that one extreme in either direction was very generally condemned, and he was told that for the best results, practical and progressive, the two extremes must be used, thereby securing a fair average. With that idea fairly impressed upon his mind he hitched to his plow, side by side, an ox from New England and a finely bred, high-stepping, 2:10 trotting horse from Kentucky.

The great heterogeneous mass of the people is thus driving the public schools. Is it any wonder that our "gee, whoa, haw, git-ap" is no more effective, or that our furrows are none the less crooked? Our ox takes the furrow, and keeps it, in the rut, while our trotting horse prances about, making but little impression on the unbroken sod. Sometimes we find the combination illustrated in the contrast between the rural schools that have remained unchanged thru three generations, and the finely supervised or over-trained city school systems; sometimes we find the two existing in the same place under different administrations,—at one time traveling the hard, stony, well-worn and well-known path of the past, and at another endeavoring to make new paths and new byways on virgin sod, on unbroken prairie; seeking out untried and untrod paths and pastures.

Some demand of us that we dispense with the services of our high-stepping, over-strung trotting horses, and return to the yoke—of oxen, of course! They charge that we teach less thoroly than formerly, that we attempt too many subjects and give but a smattering of each. We may seem to be tending somewhat in that direction, but we are driven to it. The pressure is from without,—not from within the schools. The medical men demand that a regular system of physical training be used; the G. A. R. want military science and drill; the Turnverein asks for gymnastics; the clergymen insist that morality be inculcated by line and precept; the W. C. T. U. has succeeded in introducing formal teaching of the effects of alcohol, tobacco, narcotics, and stimulants; the women's clubs beg for domestic science, the sewing guilds for needle-work, the trades for manual training, the business world for stenography and typewriting, the editors for current events, the artists for picture study, the musical world for music, and the farmer for the elements of agriculture.

One of the gravest problems presented to our rural school teachers and their county superintendents is the desire of many school boards and patrons to introduce into the rural schools high school subjects. School people generally understand that these subjects cannot be taught there without great detriment to the work and instruction of the little folks. I have found many rural districts where it is demanded of the teachers that they instruct classes in algebra, civics, and physical geography, in addition to thirty or more classes in reading, arithmetic, spelling, geography, etc.

The demands of our modern civilization are great. Two or three generations ago it was not necessary for the youth to study the sciences—there was but little known of them to study. To-day the well educated youth must be familiar with modern machinery, with common business practice, with affairs of state, and the latest scientific discoveries. With the telegraph and cable connecting all the cities of the world, with the telephone soon to connect all its farm houses, with steamships and steam cars and electric cars connecting all its cities, great and small, with million-dollar bridges spanning all its great rivers, and with its vast commercial enterprises, there is no end or limit to the practical knowledge that may be gathered.

There is poor and indifferent work as well as excellent

work done in the school-rooms of Nebraska, and this is true in every state in the Union, in every country of the world, and it always has been true. There is always good, bad, and indifferent work in every other walk and vocation of life, in every other profession and every trade, and with less excuse for such a condition; for in the other professions and in most of the trades there is more regular, systematic, and careful training for the work than we find for our important work of training the youth of the land. And low salaries accompany unskilled labor. In the 8,000 school-rooms in Nebraska this year, and every year, we find nearly 2,500 teachers who have had no experience whatever, and not one-sixth of the number have had any special training for their work. Obstacles! Nebraska employs annually over 9,000 teachers in less than 8,000 school-rooms. Many teach only three months! They meet with obstacles. And so do the pupils;—obstacles to progress. Our 9,000 teachers include only 2,000 male teachers, whereas eleven years ago the state employed 2,800 male teachers. The average school year in the state is six and three-fourth months, and the average salary is \$38.00 a month, something like \$255 a year. There are scores of principals in the state receiving \$585, \$630, or \$675 a year, less than the labor of many unskilled workmen.* The average life of the school teacher in Nebraska, as a teacher, is less than four years. Yes, we have our obstacles. And yet we can boast of our very low percentage of illiteracy in Nebraska. How is it with you, Neighbor?

Some of the obstacles in the way of educational progress have been placed there by ourselves, some by the public generally, and still others thru co-operation. I desire to enumerate a few, briefly, leaving the removal of them to be discussed by others.

Within our ranks we have established and permit to exist the following obstacles to educational progress:

A lack of unification in our educational forces. This includes a lack of harmony between universities, colleges, normal schools, business colleges, etc., in many essential particulars.

A low professional interest among teachers. To increase the interest we must improve the teacher, and the public should demand a higher standard of requirements.

Too many preparatory schools for higher schools, at least in comparison with the number of preparatory schools for happy, useful lives. Perhaps the number of the latter can be increased without decreasing the former.

The attempt to create or manufacture instead of train and develop; to turn out money-making machines instead of well developed manly and womanly characters. In this connection also we may include the scattering fire caused by too many aims.

Too many persons in the work who are without educational opinions, and too many others in the work who are educationally opinionated.

Too much emphasis placed on forms and methods.

Mixture of standards and transition of ideals—the yawning Scylla and Charybdis of the pedagogue—generating much pressure and nervous strain. This strain is so tense that the tendency is that the teacher loses the best of himself, his poise, his courage, and his full joy of life. To hide his loss he becomes a recluse, which militates decidedly against a unified ideal among teachers. This is in itself an impediment to progress. If, however, humbly and truly the teachers are the servants of the public, they must at length become a sort of composite Moses, to lead the public out of the educational wilderness into that glad Canaan which awaits.

The general public has kindly assisted us in rolling in the following obstacles and hedging them round about our public school system:

Misunderstanding the nature of education, the purpose of education, and the results that should be expected; establishing false and pernicious ideals.

There is a widely different point of view between the public

*Discussion of Paper by Professor Paul Hanus at the Department of Superintence, N. E. A.

*The ninety county superintendents of the state receive a total annual compensation of \$80,000, and about one-half of them go out of office at the close of each biennium. The only qualification necessary for the office of county or state superintendent in Nebraska is to receive more votes than one's opponent.

and the teaching world. Neither the general nor the teaching public, as a whole, has a clear idea of what it wants or what should be expected. A clearer comprehension of what education is or should be must precede any marked advancement in securing the same. There are too many aims in education on either side, and fushion here has simply aided and emphasized confusion.

The lack of unselfish feeling, partnership, and co-operation between parents and teachers is a great obstacle to educational progress, which in this case had better be expressed as the *child's* progress and well being. With this should be included the oft-recurring conflict between parental and state authority as to what a child's minimum education should be, what he must study, and the governmental or disciplinary authority relatively of parent and teacher.

Another obstacle is the neglect of physical education that would develop bodily conditions that would support a vigorous mentality.

Overcrowded courses of study with scattering fire instead of concentration prevents substantial progress.

Last, but not by any means least, among the obstacles to educational progress for which we are all responsible, whether within or without the ranks of the teaching profession, is the unprofessional standing of teachers and their low salaries. I feel that the one who accepts a low salary—an amount far below what his services really are worth—is equally guilty for evil results with the one who offers the same.

Now I am going to make a series of bald, perhaps gray, statements of obstacles to educational progress, the removal of which is chiefly in the hands of the public. We must ask them to remove them. Many of them are beyond our power and jurisdiction.

Decentralization.—Outside the great cities, the school officers outnumber the teachers five to two. The 7,000 schools of Nebraska are managed and controlled by 22,000 school district officers. This is lack of concentration with a vengeance. There is too much divided responsibility. We, superintendents, are willing to assume more. There are too many small schools and smaller classes.

Irregular attendance is a great obstacle.

In many parts of the country there is a lack of sufficient funds to properly conduct the schools. Some states place a limit on the legal amount of school taxation and bonded indebtedness of school districts, and upon nothing else; probably upon the theory that the people in their great interest in the welfare of their children may expend too much upon their education and general welfare, while there is no fear whatever that too large an amount will be expended upon the care of the streets and the improvement of roads, upon a sufficient amount of drinking water, and plenty of gas. We ask for a higher appreciation by the public of the importance of school work, and a willingness to contribute more freely to the support of the legitimate work of the public schools.

The public demand specialization before fundamentals are mastered. They demand the teaching of too many subjects. The demand for one specialty is made by one profession, for another subject by another profession or a trade, and so on, and the public does not realize the sum total of our unhappiness in this respect. One of these demands is for short, abbreviated, hotbed business courses, and too many high schools are offering a course that gives little or no training, and affords in six months' time no more information than a young man might acquire in a bank or lumber yard in two weeks.

There is too strong a demand from without to get the children thru school in too brief a time; too much commercialism; too much love of the almighty dollar. A popular notion prevails that an education is an extraneous equipment which may be bartered for a livelihood.

The present social conditions and the demand for society or social life for mere school children interferes greatly with solid, substantial, progressive school work.

One of the greatest obstacles to educational progress, at least in certain portions of the country, is the great lack of professionally trained teachers, and the lack of facilities for training them.

There is a lack of strong men and able women in the ranks, caused by lack of appreciation, of adequate pay, of stable conditions. There must be better pay, and a surer, longer tenure of office to draw and retain men especially of ability and character.

The powers that be must cease to foist upon the schools their dependent and unqualified relatives. The great mass of the people, the great middle class, the practical, progressive people with a good, common school education and common-

sense ideas and ideals, must awake to the real needs of the schools and show less apathy to school work.

I believe that the addition of school gardens, gymnasiums, and manual training schools would remove many obstacles to educational progress.

My own experience emphasizes the lack of efficient supervision for rural schools, a cure for which would be the centralization and consolidation under township organization. A county superintendent has written me: "Our rural schools have everything the city schools lack, and they lack everything the city schools have." Would that we could make a happy combination of the two!

I wish to endorse and second the request of Professor Hanus for a committee of the N. E. A., or of this Department, on the reformulation of educational doctrine, systematic experimentation, and unification of educational forces, with emphasis upon the last.

The Chicago Situation.*

Chicago, the second city of the greatest nation of the world, to-day stands face to face with one of the most momentous questions her people have ever been called upon to determine. *In form* that question is, Shall we close the schools for two or three months or shall we prune and pare down in all quarters so as to keep them going, somehow or other, for the customary ten months? This is not the real question—the issue is not a few months schooling for your children or a few months to pay your school employees, but we stand here to-day squarely confronting the proposition,—Will Chicago continue to be herself? Will she, the greatest and most prosperous city in the world, remain the leader of educational advancement, the pioneer of public school problems, or will she, turning her back on her glorious past, forget her greatness and her success and for the want of a few dollars let her schools be ruined and set herself back educationally half a century? Progression and retrogression, that is the question.

Chicago in population is the second city in the United States. By the school census of 1900 it had 2,007,695 souls and as estimated by the directory 1901, which practically covers the same period, 2,000,000. In miles of streets, sewers, area covered, and the like it is the largest in the United States. Within the memory of living man we have grown from a hovel on the river's bank to the greatest metropolis of the world in many particulars. It is unnecessary to go into details, they are familiar to all intelligent people.

In 1890-91—ten years ago—the total enrollment of school children in Chicago was 146,751

In 1900-1901 the total enrollment was 262,738 nearly doubling in that time (298,502 is double) and representing a steady average annual increase of 11,588 pupils, and an increase of 79%.

During the same decade the expenditures for school purposes have increased as follows:—

| | For Buildings | For Education | Total. |
|-----------|---------------|---------------|-------------|
| 1890-1891 | \$1,073,358 | \$3,013,305 | \$4,086,663 |
| 1900-1901 | \$1,103,247 | \$6,688,109 | \$7,791,356 |

These figures clearly demonstrate that the increased expenditures have simply kept pace with the growth of the city. This item of \$6,686,109 has increased somewhat out of proportion to the increase of enrollment, but it is due mainly to a decision made by the supreme court, that certain items such as repairs, fitting up new rooms in old buildings and the like had been erroneously charged to the building fund and must be charged to the educational fund. The grand total shows, however, that the increase is in proportion to the increase in the number of children.

(Continued on page 338.)

*Part of address delivered by Graham H. Harris, president of the board of education of the City of Chicago, to the Iroquois club, Tuesday, Jan. 14, 1902.—Abridged.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 22, 1902.

The Parker Memorial.

The plan suggested in THE SCHOOL JOURNAL of last week for establishing a Parker Memorial fund is warmly approved by educators who recognize the magnitude of the service rendered to the American common school by the departed reformer, and who are convinced that "Talks on Teaching" is most characteristic of the man, and contains some of the most valuable suggestions concerning school-room practice to be found anywhere. It is incomprehensible how anyone can state that Colonel Parker had but "slight constructive capacity" after reading this wonderful book; or that "few leaders have contributed less to the efficiency" of the American school, after comparing "Talks on Teaching" with any other work attempting to cover the same ground. And yet such statements have been made in an educational journal published in the very state where Colonel Parker inaugurated his great school reform, and where "Talks on Teaching" was born.

The Parker Memorial number of THE SCHOOL JOURNAL will be published under the date of April 5. Of the many contributions already received for that number two are given below in the hope that they may somewhat check the tendency to shallow underestimates of the significance of the Colonel's work. Lack of perspective in judging educational efforts and results is so general an affliction that derogatory statements concerning a really great leader are apt to be swallowed as evidences of clear judgment, especially if they issue from one who is rather given to laudative extravaganzas.

Prof. John Dewey, of the University of Chicago, writes:

Education in the sphere of the common public schools has had two great leaders: Horace Mann and F. W. Parker. Both came at periods when a leader was necessary. In Horace Mann's day public school education was chaotic and in the true democratic sense of the term practically non-existent. His intellectual insight, enthusiasm, and executive force brought about a revolution in a single generation. Colonel Parker came when the idea of the common schools had received universal recognition; but there was little social enthusiasm, little moral idealism, embodied in the system. The external machinery was there, but it needed to be taken possession of by the spirit of life. It was Colonel Parker more than any other one man who insisted that the magnificent machinery which American democracy had created should also be made effective for the moral aims of democracy. The timeliness of his work is evidenced by his success. The proposal of means and ends twenty-five years ago, made Quincy a storm center in education and aroused ridicule all over the country. Now they are practically taken for granted, so far at least as their general spirit is concerned, in all of the better schools of the country. Colonel Parker had a magnificent faith in the child and in the community. His aggressiveness sprang from this faith. The event has justified him as it rebukes the time servers and preachers of expediency who are ready to compromise ultimate ends by cowardly surrender to the pressure of the moment. Colonel Parker was a loyal and devoted soldier in the battle of humanity for growth and freedom.

From a letter of Supt. W. N. Hailman, of Dayton, Ohio, the following extracts are selected:

In Colonel Parker, the children of this country lose one of their warmest friends, and educational progress one of its most forceful advocates. I know of no man who has done more than Colonel Parker to arouse the people and the teachers of our country to a true estimate of their responsibility in matters of education, and to clear the way out of the jungles of mediocrity into the open fields of rational practical education.

His translucent sincerity of purpose, his manly earnestness, his clear grasp of the situation, his unflinching vigor and exhaustless resourcefulness compelled conversion and following wherever he spoke or worked. The conviction that spread from his lips was due neither to the glamor of high official position nor to the affectation of erudition, but simply and wholly to the prophetic eloquence of a man to whom a rare genius had revealed the light of truth.

We owe much to Colonel Parker and much that we shall never lose. The growing reverence for childhood in the work of the school, the steady expansion of its interests, the recognition of the child's immediate purposes as a valid factor in the work of education, the consequent respect for individuality, the love that feeds the soul and opens the mind, the liberation of the hand as a distinctive creative organ, the cultivation of the esthetic sense and the consequent strengthening of moral attitude on the part of children,—all these and many other things that are blessing the schools of the day are largely due to Colonel Parker's convincing initiative.

I sincerely hope that the profession will find some way to honor permanently the memory of this pioneer of educational advance, and to keep alive in its work the spirit which animated him.

Those who wish to aid in the distribution of the special memorial edition of "Talks on Teaching" are requested to communicate with the publishers (E. L. Kellogg & Company, 61 East 9th St., New York). The price has been set at fifty cents per copy bound in cloth and containing, in addition to the book usually sold for \$1.00, a biography and selections from the special contributions to the Parker Memorial number of THE SCHOOL JOURNAL. Ten of every fifty cents sent in will be turned over to the committee having charge of the memorial fund. If the response is half as liberal as it ought to be, there will be a considerable contribution from this source towards a fitting monument.

Providence is slowly waking up to realization of the unenviable spectacle she is presenting to the educational world. A few of her best citizens have raised their voices to awaken the apathetic ones and make them see the crime that has been committed in sacrificing the best interests of the city's children upon the altar of spoils politics. Not one self-respecting citizen has been found to present even the shadow of an excuse for the dismissal of Supt. Horace S. Tarbell. How is it possible that Providence is so remiss in matters concerning her schools that the high-handed procedure of the board of education is allowed to stand almost unchallenged? Shall the records of the city preserve this black spot to show to future generations how gross the indifference of the people of Providence was in 1902, as regards the most precious of municipal responsibilities? Dr. Tarbell's reputation as a school-man and educational leader is too firmly established to be affected by the board's action, but the conscience of Rhode Island is on trial. Has it gone to sleep? Is it dead?

The election of a high school principal in New York city is always an exciting affair. From the day that the first news of the vacancy starts on its rounds logs are set a-rolling. The school commissioners may feel very much flattered by the unusual attention paid them at such times. Perhaps the scurrying around of candidates is a harmless occupation which incidentally affords healthful physical exercise to the participants. And yet the whole performance is as primitive and undignified as the daily jam at the entrance to the Brooklyn bridge. Here is an opportunity for reform which Dr. Maxwell's strong arm should seize and dispose of as promptly as it has set some other matters aright. There is no reason why there should not be an eligible list, entrance to which is guarded by reasonable demands for specific qualifications. Some of the points made in "Com's" letter on another page are well worth considering in connection with this suggestion. As long as there is no eligible list the log-rolling tactics will continue to disfigure the school system.

The Convention at Chicago.

(Continued from last week.)

The excellent address by Prof. D. L. Kiehle, of the University of Minnesota, treating of a most important phase of "The Practical Application of all Learning to Better Living" was reported in full in THE SCHOOL JOURNAL two weeks ago.

The vigorously and briskly delivered discussion by Prof. George E. Vincent, of the University of Chicago, was disappointing; the thought the speaker attempted to impress upon the audience was that ideals are after all the most practical things in life.

State Supt. Nathan C. Schaeffer, of Pennsylvania, was at his best. He said that to the great majority of boys and girls the earning of money for a livelihood will constitute the most practical application of learning to better living. The danger is that the interests of the higher life will be neglected. The school must wake up mind and stimulate it to thinking and fill it with a longing for the things that make life worth living. The teacher must search in every subject for the great lessons in it and impress those most deeply. History that does not inspire patriotism is not well taught. Practical patriotism implies among other things cheerful payment of taxes for the support of the government and the education of children.

"Direct and Indirect Influences in the Evolution of True Americans" ought never to have been given space on the program, granting even that there may be such a distinctive species as "true Americans." It was to be expected that it would at best serve only as a hook for a string of platitudes, and it did.

Supt. Henry P. Emerson, of Buffalo, considered that the virtues that had made this country great, were fast declining, that parents were less solicitous about the moral development of their children than were their forebears, and that the growing generation lacked seriousness.

The ever-genial John Macdonald, he of Kansas, of course,—protested declaring that he for one had no desire to go back to the good old times when he danced the Highland fling to the whistling of birch rods.

Supt. Wm. E. Hatch, of New Bedford, Mass., admitted that he had been unable to get himself interested in the subject "Direct and Indirect Influences," etc. When he was asked to go on the program, he explained, he was told that the discussion would be upon permanency of tenure of office for superintendents, a question to which he had given considerable attention and which he regarded as a most important one. Later a change was made and a safer topic substituted.

Mr. Hatch very ingeniously combined the topic of his choice with the one printed in the program. He argued that as the character of the true American citizen—must of necessity depend largely upon the influences now at work in the schools, if teachers are not chosen with the greatest care the children will be the sufferers. Experience and the steady pursuit of a uniform, rational policy in the administration of the schools are essentials. The connection between these considerations and the need of permanency of tenure for teachers and superintendents is evident.

Supt. H. O. R. Siefert, of Milwaukee, suggested a list of readings.

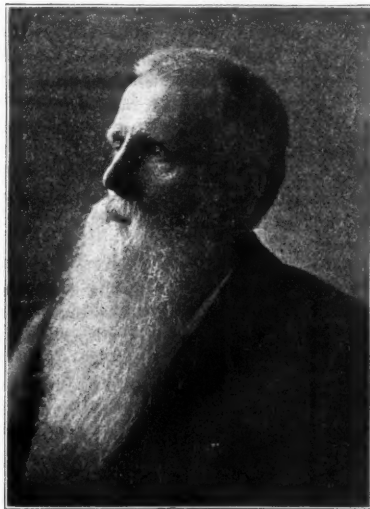
Pres. Frank W. Gunsaulus, of Armour institute, Chicago, has the reputation of being a great orator, and so his evening address attracted a large audience. According to a peculiar custom of his he spoke *ex tempore*, very much so. His friends and admirers tried to account for his inability to make a favorable impression upon the thoughtful ones, by saying that the doctor always thought on his feet, and depended upon the inspiration of the moment to carry him thru; probably the inspiration was lacking or possessed but little carrying power. Hence the disappointment, Q. E. D.

Supt. Thomas M. Balliet, of Springfield, Mass., spoke on "College Graduates in Elementary Schools," who, he said, were not a success. The work of the grammar school lacks intensity. Much can be learned from the schools of other countries. Good grammar school teachers are scarce.

Dr. Balliet argued that it would be well to have at least one college graduate teaching in every grammar department. Adequate scholarship is here a crying need, but in addition to college work the teacher should have had at least one year of training in pedagogy. Experience shows that normal school preparation is rarely sufficient equipment for grammar school work. Mere college graduation is also insufficient. If normal schools would develop a higher degree of scholarship, and college graduates would take a thoro course in pedagogy, the problem of securing efficient teachers for the grammar schools would soon solve itself.

Reports of the discussions of United States Commissioners W. T. Harris and Dr. G. Stanley Hall will have to be deferred to next week.

A round table of superintendents discussed the question, how to get rid of inefficient teachers. Supt. Joseph Carter, of Champaign, Ill., whose voice was heard in and out of season, broke in, "Stay up with them all night." When he realized that his remark had attracted attention, he explained that his plan of disposing of poor teachers was to invite them to his house and then stay up all night with them teaching them what they ought to know. Supt. A. B. Blodgett, of Syracuse, naturally wanted to know what town this nocturnal trainer hailed from. It was said that while it might be a rare privilege and a pleasure to a superintendent to have from one to half a dozen teachers sit at his feet all night, it might be a very complicated problem in a town where the invitation would have to be extended to 700. Supt.



Supt. Enoch A. Gastman, of Decatur, Ill.

Enoch Gastman, who has been superintendent of the schools of Decatur, Ill., for forty years, was called upon for a word of advice. He said that he was conscious of having sinned in one respect, and that was from kind-heartedness in keeping incompetent teachers and atoning by helping them to become efficient. His reminiscences were interesting. He attended an educational meeting in Chicago in 1863. There is probably no other man in the United States who has held a post of educational prominence for so long a period of time.

To judge from the round table discussion most superintendents believe in passing their poor teachers off to other towns, pacifying their consciences with the thought that someone else may be glad to take these

inefficient ones in hand and make something out of them.

School System of Porto Rico.

Prof. Martin G. Brumbaugh, of the University of Pennsylvania, spoke on the progress made in education in Porto Rico since the United States assumed control. He said that 835 new school-houses had been built, having an enrollment of 60,000 pupils, and that thousands were petitioning for admission. A firm financial basis has been laid for a school fund which assures a steady development of the work. Normal schools are being established for the training of native teachers. The intensity of the popular desire for the schooling of the young is most strikingly illustrated by the fact that tho the law requires only ten per cent. of the local taxes, many districts voluntarily voted eighteen per cent. for purposes of public instruction.

The addresses by Drs. G. Stanley Hall and W. T. Harris gave occasion for most interesting debates between these two great leaders in educational philosophy. A summary will be presented in these columns next week.

The Perugian Teacher.

The life and career of Perugino, who was born in 1446, furnish a strong lesson to the teacher. Perugino attained great popularity, having workshops in Perugia and Florence, where his assistants executed the orders that came from all parts of Italy. His "Madonna and the Saints" is in the Uffizi gallery at Florence. Raphael was his pupil.

Perugino's early work was his best. Later he gave way to commercialism; he deliberately repeated worn-out motives, and allowed inferior work to go upon the market. Of a pushing and practical nature, he put too high a value on material success. He made the object of his labors the accumulation of material goods; he undertook the decoration of churches, convents, and altars for money solely. It was not religion, for he did not believe in the immortality of the soul. He was actuated by avarice, and this is reflected in the pictures we see. Having found the kind of religious picture that was in demand he kept making that kind by the wholesale. As a result he of course degenerated.

This artist's career typifies well the commercial principal or superintendent: He strives, in the first years, to understand education; he strikes the popular fancy, gets a good position, and there he settles down to make as much money as he can.

Hands Off!

No one seems to know where the movement originated aiming at the removal of the head of the supply department of the New York city board of education, but it is very much in evidence. The position is one of enormous responsibility, and requires the strictest honesty, keen business sense, alert watchfulness, and abundant tact. All these qualifications are admirably united in Mr. Parker P. Simmons, the present occupant, and his faithful deputy, Mr. Patrick Jones. Both men have proved their absolute devotion to the interests of the school department by years of disinterested service. There is no reason whatever for considering a change in the administration of the department. The board certainly cannot afford to have it go abroad that it is allowing "politics" to enter. Mr. Simmons was appointed by a former reform board, and has not given the shadow of an excuse for an attack upon him on any ground that honest, manly men can afford to defend. And Mr. Jones is the soul of integrity; in fact, he carries his conception of honesty to an unusual degree. It would be a calamity to have so faithful a public servant disturbed. Would that there were more like him. Let the board take decisive action with reference to the rumors which reflect upon the sincerity of its aims, and let it be made plain that it will stand by Mr. Simmons and Mr. Jones.

Post Check Currency.

A bill is before Congress providing for a simple, practicable plan for a postal currency. The system, says the Washington *Evening Star*, was devised, perfected, and patented by a private citizen, who offers the result of his efforts to the government free of all cost. The system has the approval of many officials, and is indorsed by a long list of manufacturers and business houses thruout the country. Publishers and farmers are especially interested, in that the new currency promises an easy way for a man in the country to promptly send remittances for his favorite publication. Under the present inconvenient money order system the individual desiring to send a small sum of money thru the mail is met by the necessity for a time-killing journey to the post-office to obtain safe money. This sets up a barrier to the prompt transaction of business and results in much loss, from the fact that many people never carry out their original intention to subscribe or purchase. The need is for money in the hands of the people that can be safely and instantly sent by letter.

The provisions of the "post check" currency bill, now before Congress, introduced in the senate by Mr. McMillan, and in the house by Mr. Gardiner, of Michigan, provides for printing the one, two, and five dollar bills in the future with blank spaces on the face. These bills, of course, pass from hand to hand before the blanks are filled. When it is desired to send one in the mails the blanks are filled in with the name of the payee, his city and state, a two-cent postage stamp is placed in another blank space and canceled with the initials of the sender in ink, the name of the sender is signed on the back, and, presto! his money has suddenly ceased to exist as currency and has been transformed into a check on the United States government, having all the safety of any bank check, and ready for inclosure in his letter. When the payee receives this check he treats it just as he would any other check—indorses it, goes to the nearest bank or post-office and deposits it or has it cashed.

The paid check finally reaches the treasury department, when it is replaced by a new one with the spaces unfilled. This keeps the circulation at par. No change whatever is made in the financial policy of the government, the only change being in the character of the printing on the bills of five dollars and under.

The bill also provides for the issue of \$75,000,000 of fractional currency, with blank spaces similar to the larger denominations, in place of an equal amount of money of larger denominations, presumably twenty and fifty-dollar bills. The provision under the new system for a continual re-issue insures clean money both in the fractional currency and in the larger bills. The government fee on the five, ten, fifteen, twenty-five, and fifty-cent pieces is to be one cent each.

Perhaps in no better way can the reader come to understand the pressing need for postal currency than to recall the times without number when he himself has been desirous of sending a small sum of money thru the mails with safety. Always in such cases comes up the barrier, and only the persistent one will carry out his purpose by using stamps, coin placed in holes in pieces of pasteboard, or risking loose money. Statistics show that from ten to twenty times the number of letters received by business houses, publishers, and others who do a large business thru the mails, contain stamps, loose money or some other representative of money, than contain money-orders, a clear enough mark of the disapproval of the public.

While it is not thought that, if adopted, the proposed system would entirely supersede the money-order system, because for amounts over \$50 the money-order would be slightly cheaper, it is thought by the advocates of the pending bills that such a system of post checks would prove a great convenience to those desiring to send small amounts of money thru the mails, and would result in gain to merchants, publishers, and business firms.

who now receive such remittances in the form of stamps (often torn and mutilated), drafts on small banks, or loose coin in letters—always a temptation to postal employees.

The main difficulty with the present money-order system is that less than half the post-offices in the country are money-order offices, and even at these such evidences of money can only be obtained at the expenditure of much time and trouble and during certain specified hours. With a post check note in his possession one has but to fill in the blank spaces for the purpose, attach a postage stamp, cancel it, inclose in an envelope, place in a mail box, and the transaction is finished.

Unquestionably the intent of the postal authorities is to extend and increase the usefulness and popularity of the rural free delivery service. The adoption of the post check notes will afford a most convenient and safe money for the agricultural communities, to whom banks, with their facilities and safeguards cannot be utilized with convenience.

A somewhat unusual feature of the post check proposition is the fact that the inventor is a successful business man who has devoted a great deal of his time and means to the perfection of the idea, and offers, in case of its adoption, to turn the patents, and all rights under them, over to the government free of any cost or charge whatever. He considers that should the system be adopted the consciousness of having accomplished a reform of such importance to the general public and business men will more than compensate him for his time and trouble.

Solidifying Effect of War.

Miss Jane Addams gave an address the other evening on "The Newer Ideals of Peace." In her audience were several Socialists who objected because she offered no suggestions for preventing war and injurious competition.

"I admit that I have offered no remedy for war," Miss Addams replied. "I will also admit that war has the effect of joining peoples together. War solidifies nations." The speaker added that competition had two aspects, and if there is to be competition it might be restricted to the nobler form, competition in quality.

McKinley postal cards are being issued by the bureau of engraving and printing at Washington and will soon be placed on sale. The card contains a vignette of President McKinley in lieu of President Jefferson's portrait, underneath which is the word McKinley and the dates 1845-1901. The Jefferson card will be discontinued.

Designs for an entire new series of stamps are being prepared. One new denomination will be created that President Harrison's portrait may appear thereon—a thirteen-cent stamp, this being the usual cost of a registered letter sent to foreign countries. Only one other change will be made in the series. Commodore Perry will be superseded upon the \$1 denomination by another sea fighter—Admiral Farragut.

Three hundred colored people from Louisiana will shortly establish a colony of 3,000 acres in Contra Costa county, Texas, near the San Joaquin line. Garden produce will be raised. The plan is to establish a negro town, which will elect its own officers and have a church and school of its own.

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Letters.

Preparation and Expectation.

IN THE SCHOOL JOURNAL for February 22 two articles appear which seem to me to express two very decided opinions about teachers and teaching. If they are not radically different in thought and spirit, at least it can be said they do not voice exactly the same sentiments. One of these articles is headed: "What is Expected of the Teacher?" The other is an editorial, "Constant Preparation."

As a regular reader of your valuable journal I beg for space in your columns to comment on these two articles. A very few words suffice for all that I need to say on the subject of your editorial. It meets with my most hearty endorsement. Yes, indeed, "It is commonly thought that men who distinguish themselves have no need of study or preparation beyond what they gained when in college or in the special school." And there are not a few among teachers who are living examples of this belief. And there are far too many who interpret "constant preparation" to mean no more than a going over each day's lesson in the text. "Constant preparation" should mean vastly more than this. If it does not then teaching lacks "soul."

But the other article—"What is Expected of the Teacher?"—seems to me to deserve criticism chiefly. The writer says: "The worst thing of all, except that the number of victims is so large, is the strain upon the teachers. They cannot shirk unless, happily protected by a life tenure of office. Then they can and some of them do."

We all grant that the strain upon the teacher is severe. So it is upon the man of large business affairs, the practicing physician and the attorney-at-law. These cannot shirk tho they have a life tenure of office. The teacher who will shirk (and some do) because protected by a life tenure of office is unworthy to be a teacher. I believe that this is the chief danger incident to a life tenure of office in teaching,—that many teachers do shirk. I am not a believer in life tenure for teachers unless they are required to pursue definite courses of study supplementary to the work of teaching, and pass examinations on the same. This should be a requirement.

The author of "What is Expected of the Teacher?" complains that "the vitality of the teacher is sapped for the benefit of her pupils." It requires unusual vitality to be a successful, inspiring teacher. But teachers can be found who possess the vitality necessary. If more attention were given to the physical qualifications of the teacher, it would be better for the profession. No sane person will contend that a strong physique is incompatible with the other qualifications essential to a great teacher. A physical examination is, in my judgment, as important as a mental and moral examination.

The writer continues: "Why there is not a trade union of teachers, I cannot imagine, with a strike for reasonable working hours, the banishment of specialists, and the repression of task-masters." For one, I rejoice that there is no trade union of teachers, and I pray there may never be one. I grant this statement is no refutation of the writer's argument in his hope for a union. Had I the space I could give what I consider an excellent argument. But think of any educator of this age wishing to have specialists banished from the schools! Our modern system of education could not exist for a single day without the ripe scholarship of the specialists. Of course this may be called begging the question, for the writer is criticising our system of education. But does anyone believe that one person may become qualified to teach *all* the various subjects in the modern curricula efficiently? Modern scholarship and research are due to the advent of specialists in teaching.

"The educational system," says the writer again, "will

do its most perfect work if it comes to teach self-restraint, moderation, quiet." Is not this just exactly what it does do where efficient teachers are employed? These results will not be obtained where the "shirk" mentioned by the writer is employed, especially if she is "protected by a life tenure of office."

The writer seems to place a great deal of stress on the benefits of the trade unions. "They demand," he says, "short hours in order that their members may have time and strength for social activities. Why is not that good for the teacher and the teaching environment?" It is, within the limits of moderation. But it is a lamentable fact that in many of our cities where teachers are assured a life tenure of office society makes more demands upon the teacher's time and energy than it has any right to make. Moreover, too many teachers are more interested in their social affairs than in their school and profession. I am aware that the making of an assertion like this does not constitute its truth. Neither will a flat denial prove its falsehood. The observations of the writer of this article lead him to make this statement. Many teachers who claim to be worn out when the day's work is done will attend a social function in the evening with perfect impunity. (And anyone knows how exhausting a modern social function is.)

Now only the very best equipped, physically, intellectually, and morally, should be allowed to enter the teaching profession. I consider physical equipment not second to intellectual. And when one has entered the profession he has no right to sit down satisfied with his accomplishments. He is not a professional man, nor is she a professional woman who will do this.

The complaint is often made that teaching is not a profession. It never will be a profession till its ranks are constituted of those thoroly imbued with the spirit of professionalism—the habits of the scholar and the thinker as well as the indefinable power of a born instructor. The writer of this article is himself a teacher and a believer in the "strenuous life." He believes that still higher standards than those of the present must prevail before teaching will be what it should be and can be. He would have more expected of the teacher than is expected at present; and if those now in the ranks cannot rise to the required standards, let them pass out and their places be filled by those who are willing and have the power to meet the requirements.

Teaching is more than instructing in the class-room; it is more than inculcating moral precepts. It consists in inspiring the pupil with a love for hard work of any kind that may come to him. The teacher himself must be a student in the highest sense, else he is not what a teacher should be nor is he doing what should be expected of him.

J. L. DONAHUE.

Denver, Col.

The Commercial High School Principalship.

At your request I have written out the following summary of my views concerning the vacant principalship of the Commercial high school in Brooklyn. I trust this will answer your purposes:

The prominent candidates are of three distinct classes: District superintendents, grammar-school principals, and heads of departments in high schools. The question is asked to which of these classes the position ought to go?

If a district superintendent is successful, why should he desire to change to a high school principalship, now that the salaries of the two positions have been equalized. If he is unsuccessful, should he be allowed to change to a principalship, unless, indeed, the high schools are to be turned into educational hospitals?

With the grammar school principal the case is somewhat different. A prospective increase of \$1,500 a year is certainly a sufficient reason why even the most successful elementary school principal should aspire to

a high school principalship. The question here is whether the very degree of a man's success in administering an elementary school is not the measure of his unfitness to administer a high school. The unhappy effects, upon both teachers and pupils, of grammar school methods and grammar school discipline applied in a city high school has been sufficiently demonstrated by experience.

But, granted that the familiarity of the high school teacher with high school methods and discipline gives him, in competition for a high school principalship, a distinct advantage over a teacher trained to the routine of the elementary school, yet it must be admitted that a principalship of either an elementary or a high school requires qualifications not usually developed in the mere class teacher, even in a high school. In other words, there is not much choice between the successful elementary school principal, with his lack of special high school qualifications, and the successful high school teacher, without executive experience.

A more promising candidate than either of these two would seem to be the successful elementary school principal who has had experience in high school work; a still more promising one, a successful high school teacher who has had successful experience as an elementary school principal.

More directly valuable to the high school teacher looking forward to a high school principalship than experience as an elementary school principal is experience as first-assistant or head of a department in a large city high school—a position for which the qualifications required are much the same in kind and degree as those demanded in the high school principal. From these positions during the past four years have been filled the principalships of the ten or twelve high school annexes that have been established in our city, and from the principalships of the annexes should be recruited the principalships of the high schools whenever vacancies occur.

It was promised that under the new administration an effort should be made to break the spell under which every one of the six high school principalships in Brooklyn, with a single exception, has been placed in charge of a superintendent or a grammar school man, and to fill future vacancies in high school principalships by the promotion of high school men. Why not begin now?

New York.

COM.

A Test of High School Culture.

While sitting in my office my eye fell on the following poem:—

The Return.

He sought the old scenes with eager feet
The scenes he had known as a boy;
"Oh! for a draft of those fountains sweet,
And a taste of that vanished joy."

He roamed the fields, he mused by the streams,
He threaded the paths and the lanes;
On the hills he sought his youthful dreams,
In the woods to forget his pains.

Oh, sad, sad hills! oh, cold, cold hearth!
In sorrow he learned thy truth,—
One may go back to the place of his birth,—
He cannot go back to his youth.

—Independent.

I stepped at once to a room where a class of first-year pupils were reciting in English. With the permission of the teacher I read the poem aloud, asking the pupils to decide for me whether it was mere doggerel or poetry, but of thirty-one pupils twenty-nine decided it was merely a jingle. Turning to the teacher I asked her opinion. "It is a poetical gem," she replied at once.

But she added "Please read it to my second and third-year pupils. They will appreciate it."

I did so, but of fifty-five second-year pupils, fifty-three decided it was beautifully poetical, but of seventeen third-year pupils sixteen enthusiastically pronounced it

poetry. The dissenter was a young lady. In each case I asked the opinion of the teachers of the four classes. Of course, they concurred with the majorities.

After explaining to the last four classes the decision rendered so promptly by the first-year pupils, I congratulated them upon the evidence they had given me of their increasing culture during their three years, assuring them that their power of recognizing and appreciating poetry was to me a very good test of their mind and soul growth while in school. No discussion was had as to why it was or was not poetry. That they could appreciate it was all that I cared to know.

Of course, I was careful to present it to each of the five classes with the same introductory remarks, giving no clue as to my own opinion, reading with equal sympathy and expression in each case, and asking them to give their own judgment frankly. This, I think, they did.

R. HEBER HOLBROOK.

South Side High School, Pittsburg, Pa.

Southern Schools.

For twelve years I have visited schools and teachers in the Southern states, and find each year better conditions. As business brings me here I meet much with school officers and find them more and more converted to the public schools idea. There certainly has been in the past considerable objection to supporting schools by taxation; it was thought that only the poor should attend these school supported by a general tax. One member of a school board remarked concerning some Northern people who sent their children to a public school, "I don't think much of people who have to have the hat passed around to pay for their children's education." Public opinion is certainly changing considerably, yet I think the teachers in the private schools stand higher socially than those in the public schools.

The school-houses in the rural parts of the Northern states are often a disgrace to the name education; but they are worse in many parts of the Southern states. I have seen several with no outhouses! I think no public money can be obtained in the Northern states unless there is an affidavit that two outhouses exist in suitable condition. I remember visiting one school in a town of considerable pretension, and there were on the principal's platform three chairs, all without backs, except one, and that had a single rod left of the back that once existed; taking hold of this to offer it to me the four legs slipped out very neatly, causing a general smile in the class in Latin then reciting.

The teacher's wages are distressingly small in the rural schools; in the towns a little better. The pay is usually by the month, and the school year varies from four to seven months, in some cities eight months. Of course this must be so; it was so in the North once; fifty or sixty years ago the rural schools were open only four months. There needs to be an educational atmosphere here; it took a good while to create that in the North. Horace Mann complained that the people did not care for education, and he argued it into them. The South seems to me to be a good deal in the condition Massachusetts was in 1830, if I read correctly the reports Mr. Mann wrote. They need some Horace Manns down here.

In my first tour thru the South I used to hear it declared that the people needed teaching, lectures, and books suited to their special condition; this was a fad for several years, but has gradually almost died out; it is still kept alive by some who think to get business by arousing sectionalism. But common sense, patriotism, and progress are bound to triumph. The conditions in the South are the same the North has to deal with. The cry, "We have peculiar conditions," that used to be heard is now laughed at if uttered; it is the expiring note of sectionalism now, glory be to God, gone forever. Of course the colonel and the major still receive especial attention. I should be sorry if this were not so.

I believe the negro problem is in process of solution.

The best men say the negro must be educated, and if it could be done, would advocate industrial education along with the usual instruction. There is a feeling that the North is too sympathetic with the negro. One thing I have noticed for years that the waiters and servants at hotels are more respectful towards Southern people than towards Northern ones. The people here are willing the negro should be educated, but they do not mean that education shall give him any claim to social equality. I think there is a fear that he will claim this if he is educated. But let the Southern people note the advantages the North gives the negroes in the way of education and also that they make no headway socially. In my judgment the negro does not want social recognition; why then be afraid of him?

The late act of President Roosevelt has been much commented on in this city, and I suppose in a similar way in all other Southern cities. I do not think it is understood to be a simple official recognition of a man who has done a wonderful thing in the way of education for his race. The negroes do not look on it as a social recognition, but as they would if the mayor of this city should give a medal to a negro boy for being able to spell all the words in the spelling-book. As I said, the act is supposed to be a social recognition act.

I have a great deal to say in praise of the summer institutes; these have got to be a main feature of the educational system. I am really surprised at the efforts made, but must reserve comments for another letter.

New Orleans.

R. E. CLARK.

Bogus Degrees and Titles.

A popular Presbyterian clergyman in a New Jersey village has discovered that his degree of D.D. from the "National University of Chicago," for which he paid the sum of \$30 after passing an apparently genuine examination by correspondence, does not make him an alumnus of the University of Chicago; that, in fact, the University of Chicago has no interest in this degree-granting concern. It is reported that many other ministers in good standing bought this same gold brick which was sold them by one of their clerical brothers whose good faith they had never questioned.

In an English educational paper I recently read an amusing account of the negotiations carried on in sport by two Oxford students with one of these fake American universities. Again a late number of an East Indian journal of education had an article on American bogus degrees.

The query suggests itself, Can we not form a Society for the Depreciation of All Degrees? That would be the most radical remedy for the bogus degrees. As long as many men covet them, some men will be humbugged. A better sentiment in regard to degrees already prevails in this country than in England. No American A. B. who knows what is what habitually affixes his degree to his name; and A. M.'s are less paraded than formerly. The Ph. D. in certain circles is still about as necessary as the silk hat; it is not absolutely *de rigueur*, but custom decrees that if a man has one he shall wear it at least occasionally. So, too, with D. D.'s, LL. D.'s, and the rest. It is useless to inveigh against them, but some there are who believe that if present tendencies continue every man in the democracy of 1950 will wear a sack suit, a Derby hat, and a plain Mr. in front of his name.

While on this subject I might remark that a society has recently been formed in Virginia for the suppression of colonels. The object of the society is to investigate the legal rights of the wearers to certain titles that are usurped thruout the South by every gentleman who has seen service or attended a barbecue. Its constitution says in the preamble that "seemingly all privates were killed in the civil war, and there are left few officers of lower rank than colonel."

Truly it will be a new South that is without its colonels.

F. G. HARRIS.

The Chicago Situation.

(Continued from page 331.)

The cost per capita on average attendance of pupils rose from \$25.36 in 1890-1891 to \$32.14 in 1900-1901. This increase, which I believe every man but the miser and tax-dodger approves, is due to these causes: A slight increase of salaries given the teachers, the general increase in cost of most other articles used in the schools, and the general increase of wages paid the *carpenters, painters, laborers, and mechanics* in our employ. As it stands now, the average wage paid our school teachers is not quite \$3.00 a day, *less* than we pay our carpenters, painters, bricklayers, and mechanics, and only a little more than we pay our common laborers. We pay all mechanics the same wages as all contractors and other employers in Chicago pay the same mechanics for similar services—the union scale.

Chicago is not peculiar in this increase which I last referred to. Boston, with a population of 560,892, and a school enrollment of 86,719 in 1900, spent \$3,638,804 45 as against \$2,121,744 in 1891.

In 1891-2 Boston's cost per pupil based on average attendance, was \$21.71.

In 1900 Boston's cost per pupil based on average attendance was \$31.95.

Philadelphia: Population, 1,293,697.

School enrollment, 189,156.

Total expenditures, 1900, \$3,778,059.

Cost per pupil (average attendance) 1890-1, \$26.78.

1900-01, \$31.09.

Greater New York, (including Brooklyn, etc.):

Population, 3,437,202.

Enrollment (including all boroughs), 523,419.

Expenditures 1900, \$19,828,826.

Cost per pupil 1890-91 (average attendance), \$28.33.

Same, 1900-01, \$37.95.

In New York proper (old city) it cost per pupil, in 1898, \$33.60.

In 1899-1900, \$37.95.

Recapitulation of Cost Per Pupil.

(On average attendance.)

| | 1890 | 1900 | Total Increase | Ratio | |
|--------------|---------|---------|-------------------|-------|-----|
| New York | \$28.33 | \$37.95 | \$9.62 | 34% | |
| Chicago | 25.36 | 32.14 | 6.78 | 33% | 33% |
| Boston | 21.71 | 31.95 | 10.24 | 45% | |
| Philadelphia | 26.78 | 31.09 | 4.31 | 16% | |

But look at these facts from another standpoint.

It cost New York (Greater) based on its population of 3,437,202, \$5.35 per capita for its schools.

Philadelphia on the same basis..... \$2.93

Boston..... \$5.96

Chicago, for educational purposes, excluding the sum spent on buildings and figuring on the amount raised from taxes *alone* paid by Chicago residents.....\$2.88

We have an income from other sources than taxes.

Population—2,007,695, School Census 1900.

Cost per voter counting all votes cast at the last Presidential election (372,351).....\$15.56

Counting both building expenditures and educational expenditures, per voter.....\$20.90

It will thus be seen that compared with other civilized and modern communities Chicago is not extravagant; she is not wasteful; she is conservative and careful. It is true that the sum spent is a large one, but we have a large city.

In respect to durability and general character of school buildings, I have only to say we lead the world. Our heating and ventilating exhibit in Paris took first or grand prize in this department and our system is being copied all over the United States, and is used at the Massachusetts Institute of Technology at Boston as a

part of their architectural and engineering course.

The shortage is close to two millions of dollars and whilst this is quite a sum of money, to Chicago it means only one dollar a head—mere bagatelle—and yet without it, it is absolutely necessary either to close the schools, or to reduce salaries, or to cut off a part of the course. But the cry is constantly being heard, "drop your fads and frills, and you can get along." I am serving now my fifth year on the board of education and during all that time I have not been able to ascertain just what a fad is. Every citizen, humble or prominent, will call one thing a fad and another will call it an indispensable part of the course. On these questions we must take the opinion of expert educators and be guided thereby. For myself, in my judgment, there is not a useless thing taught in the public schools; to cut off many of the branches, as advocated by some persons, means not only to cripple and deform the system but to return to antiquated methods,—losing, in a moment of folly, ground that has taken years and millions to gain.

There has not been a single special study or department added to the system that has not been created either by demand of the people or legislative enactment that made it obligatory.

What has caused this condition of affairs? It is due to the operation of the *Juul* law. On its face a fair enough law, but in my opinion an unjust, unfair, and unconstitutional discrimination against Chicago, passed by the legislature either for the purpose of closing the schools or for the purpose of crippling them so as to furnish campaign material. In Evanston, or Rockford, or Peoria, or Springfield, or in any other city of this state, taxes levied for school purposes *are not* included in the five per cent. limitation fixed by this law, but in Chicago levies for educational purposes *are* included in the five per cent. Thus, by an unconstitutional as well as an unjust discrimination, Chicago is singled out of the whole state and her rate is made much less than that of any other part of the state.

Will Chicago say to her children, you can't have the common school decencies of life, to say nothing of the luxuries; you can't have a modern education; go back to the days of the three R's; lop off fifty years of progress and return to the dark ages of education. Shall we say to them, No art, no literature, no science, no philosophy, no history, no patriotism, no looking from nature to nature's God! No clean, bright, cheerful school-room, no joyous, enthusiastic, loving school mistress, only the dark, dull grind of the three R's, an educational monster dead and buried these thirty years!

We have *never* been able, for lack of funds, to live up to our schedule of 1898 for the teachers. Teaching is now a profession, not a makeshift as it used to be, and yet these employes, over 6,000 in all, faithful, engaged in the most trying, soul-wearing, nerve-grinding occupation in the world, are paid less than some employes engaged in manual labor. Shall the carpenters, the masons, the manufacturing employes, the clerks, and the judges have their salaries increased in this prosperous year of 1902, when the land is teeming with wealth and enterprise, success and unparalleled luxury, and the teachers be made to suffer—to carry the whole load?

If we are to keep school at all, I am in favor of keeping the best school that can be kept. I prefer a few months of first-class, modern, up-to-date education for our children to many months of dead and gone fossilized schooling. I believe that if our boys and girls are to compete with the world, they must be equipped with as good an education as the rest of the world's children, and that the high prestige of Chicago in the business, financial, and educational world will be lost and gone forever if we, the board of education, for a moment consent to lower the high standard of our schools and recede into the outer darkness and despair of worn-out methods and educational antiquities.

The Educational Outlook.

Educators in Council.

One of the most spirited meetings the New York Educational Council has held in several months took place in the New York university building, March 15. The topics discussed were of vitally practical interest and were ably handled. The discussions were lively and so many opinions were advanced and advocated that it was difficult to tell the sentiment of the majority. Perhaps the summing up of the meeting is best expressed in the words of Prin. Otto H. Schulte, of Newark, N. J., who remarked, as the council was adjourning, that the members "had been dancing attendance on children all morning."

Treatment of Truants.

"What Shall be Done with Truants?" was the first topic. Prin. Edwin Shepard, of Newark, in opening the discussion expressed the opinion that altho truancy is an intricate puzzle, it is one that like other problems, will yield to hard, patient work. Continuing, Mr. Shepard said:

The truant is usually a dirty, idle, vulgar boy—we rarely come across the truant girl. He is nearly always a liar, and in many cases, a thief. Four parties are interested in the proposition to help him—principal, parent, teacher, and child. The principal must be heartily in sympathy with the boy, he must have the lad's welfare at heart, and in order to save him, must be prepared to spare no little time and even money, if need be. Not only must the principal be willing to devote his time to the matter, but the parent must be willing to do his or her share. The mother is a potent factor, as she is usually more familiar with the lad's nature and has more influence with him than the father. I would advise you, therefore, to go back to the boy's mother and enlist her sympathy. Get her first of all to have her son's hair cut and properly combed, to have his clothes washed and to send the boy to school with his face and hands clean. This preliminary matter of cleanliness is an important one, and unless attended to at once, becomes a hard proposition.

The boy may come all right the first day but the next he is missing. Then I must put on my hat and go to that home, enlist the mother in the search and find the truant. A day or so later the boy is again missing, but now the mother says that John did not feel well and had gone to bed. I ask to see him, because I have seen him dodge around the corner several blocks away. Thus I catch her in the lie. This is why the boy is invariably a liar. He listens to lies, daily, hourly, in his home, on the street. If we keep after the parent, the persistence of the principal will eventually save the boy.

But the teacher has more to do with the boy than the principal or parent. If she looks on him with disfavor; if, realizing what a trouble he will be, she doesn't want him, then we can't do much to save him. At times, teachers are a hindrance rather than a help. I have had teachers who turned a boy away from school because he was dirty. Others, instead of sending him home and thus losing him, have let him be washed in school and helped him to obtain proper clothing. If the teacher takes an interest in the lad's welfare, much can be done.

One of the most prolific causes of truancy and backwardness in a pupil is our floating population—the moving from one town to another, or from ward to ward in a city, perhaps to evade rent, perhaps for other reasons. A boy of twelve years, who can scarcely read or write, is seldom stupid. He is perhaps the keenest of the keen among gamins; his constant contact with the rough edges of life makes him so. He reads indifferently perhaps because he doesn't want to do otherwise. It is a mistake to put such a boy with children of six years. He doesn't want to work among babies. Give him the best you've got, let him see that you are interested in him. Manual training is often a help in getting truants interested in school life. If honest, patient work on the part of principal and teacher along these lines does not bring the truant into line, then he is an incorrigible, and having reached that phase, I will leave it with the next speaker to tell us how he would treat the case.

Saving the Incorrigible.

The second part of the symposium was taken up by Prof. R. S. Keyser, of Jamaica, N. Y., who spoke on "What Shall We Do With the Incorrigible?" He defined the incorrigible as a remnant which cannot be reached by home or school influences, but is in permanent rebellion with those two influences. Out of school it is a recognized fact that orderly and respectable members of society have rights which must be respected, even to imprisoning the criminal, if need be. Thus in school, also, it has come to be a principle that the pupil who receives no benefit from the school and who hinders others from obtaining the full benefit, should be removed. But can we deprive him of educational influences, without his becoming a menace to the state? There is danger to society if he is thus thrown on the world, and so we should use the most persistent efforts to redeem him, just as the state can afford to spend a large amount of money on the reformation of a single criminal.

What can we do with this class? Is it not true that between sentiment on the one hand and passion on the other, little is being done? We try moral persuasion or severest discipline,

and if either works good in one case, we think the same thing will reform all. If we, as an educational association, could prepare a list of persons who are unquestionably incorrigibles, a careful study of the cases five or ten years afterward, in the light of experience, would tell how the teacher's judgment coincides with that of society. Thus we could have something more definite than theories to work upon.

There is a difference between the bad boy and the incorrigible. The bad boy is a thorn in the teacher's side, but there is no reason to despair. Something can and something must be made out of him. The majority of bad boys turn out decent men. Many boys and girls can do nothing in school, but are of real service in life. They have in them an antagonism which prevents them from profiting by the school training or discipline. The incorrigible is antagonistic to law, resists parental and educational influences, is always a fighter. The courage of resistance is the greatest code he knows; he stands for himself against the world. In his own eyes he is a hero. That is the secret of incorrigibility. The sympathy method may work admirably with the bad boy, but it will not answer with the incorrigible. The latter construes sympathy simply as signs of weakening in his antagonist. Angry punishment may cow but it will not subdue him. If he does finally give in his will is not conquered and he is ready to break out at the first opportunity.

The incorrigible is a reversal to the primeval type, to the natural traits of mankind. Therefore we must deal with him by nature's laws. We must use no motive of revenge or kindness, for nature is neither revengeful nor kind. Keep educational principles out of sight. You are dealing now with a problem in sociology, and one which must be dealt with scientifically.

Professor Keyser mentioned the George Junior Republic, where boys are put upon their own responsibility and their own honor to bring out all the reserves of manhood within them, as his ideal of the proper way to deal with incorrigibles.

Education of the Deficient.

Supt. S. R. Shear, of White Plains, who was booked to speak on "What Shall We Do with the Deficient?" was unable to be present, and his place was filled by Supt. I. E. Young, of New Rochelle. Mr. Young said that deficient pupils are a product of a deficient teacher, even tho he be coated over with pedagogy and saturated with psychology—a sentiment which was heartily applauded by the council. He told of a boy considered stupid by the teachers in the grammar school, who finally got under influence of a strong teacher in the high school. He discovered himself and developed a passion for physics, chemistry, and biology. He worked hard, even on Saturday, and his teachers were not compelled to force him to his studies. Another instance was that of a boy regarded as lazy and deficient, who simply could not understand arithmetic. On questioning the mother Superintendent Young found that the boy was fond of studying and drawing trees, and studying bugs. That was all Mr. Young required. Instead of putting him in the fifth grammar grade, the superintendent put him with the second-year class in the high school. Now he is the most enthusiastic worker in the laboratory of the school, and that he may the better prosecute his chosen field, he is beginning to learn something of English and arithmetic. Are we not driving boys into incorrigibility by insisting that they follow the regular course of study? Mr. Young asked. If they cannot understand arithmetic pass them along, but do not degrade them. Get out of them what you can, but let them realize the joy of achievement, and let them feel they are not the stupidest creatures on God's earth.

The pros and cons of the subjects were discussed in a spirited and vigorous manner. Supt. Charles E. Deane, of Bridgeport, Conn., said he had observed that teachers who are weak disciplinarians spend more time in getting order than any of the other teachers and yet have no control. The teacher should influence the children so they can control themselves. Give the pupils opportunity to decide these points and let the teacher's decision be called in only when the pupil's decision is wrong. The trouble with teachers is that they are not willing to wait for results, but want reform all at once. He said if God had had as little patience as we have, he would have put a twentieth century civilization in the Garden of Eden, with a twenty-six story block at the junction of the two rivers.

Principal Schulte, of Newark, said too much blame was thrown on the school and too much of the school's power had been taken away by abolishing corporal punishment, etc. Truancy and incorrigibility, he thought, lay deeper than the school—in the home. Principal T. O. Baker, of Brooklyn, thought certain teachers largely to blame for truants and incorrigibles, and cited the fact that some teachers were able to get along with them while others could do nothing.

You should not feel tired all the time—healthy people don't—you won't if you take Hood's Sarsaparilla for a while.

In and Around New York City.

There is a balance in the public school library fund amounting to \$125,000. President Burlingham is considering the establishment of carefully graded school library shelves for children in the schools. Thus books would be rendered easily accessible to the pupils, and they could themselves handle and choose from a wide range of books. Teachers could act as librarians. Under the scheme every school could have at once over \$200 worth of children's books. Another plan which is being discussed is the establishment of a free public library and reading room open to the public in each of the forty-six districts.

A most remarkable collection of Rembrandt originals, chiefly etchings, is now on public view at Teachers college. It has been loaned by Mr. Felix M. Warburg, of New York city. There are also three etchings by Durer, a copy of Rovinski's Rembrandt Atlas, and a Luther Bible of 1541, printed at Wittenberg. Teachers college is providing many rare treats for the teachers of New York city and vicinity by its interesting exhibitions. Much credit is due to Mr. George Sawyer Kellogg, the resourceful curator of the educational museum. He is supplying splendid demonstrations of the efficiency and possibilities of an educational museum when intelligently managed and developed. The Rembrandt exhibition will close about April 5.

The Society for the Study of Practical School Problems held its annual meeting March 8. Dr. Joseph S. Taylor, principal of Public School 19, Manhattan, addressed the meeting on "Some Practical Suggestions in the Art of Teaching Reading." He said that reading alone, of all the studies, remains as it was twenty years ago, if indeed it has not deteriorated. The subject matter of reading has vastly improved, but in the art of oral expression no revival has come. Teachers should realize that reading is an art requiring special preparation, quite as much as music or drawing. While not undervaluing subject matter, nor the ability to abstract rapidly for one's own use the thought contents of a book, we want such culture in the art of expression that the reader's own feelings may be roused and his own imagination kindled.

At a recent meeting of the board of education it was decided that the salaries of the present superintendents should remain as they are, and that the salaries of future associate superintendents should be \$5,500 and of district superintendents, \$5,000. This action was taken after a great deal of wrangling and many counter motions. No action was taken regarding the salaries of supervisors.

The last meeting of the scholastic year of the Schoolmasters' Association will be held April 12. Prof. George Rice Carpenter, of Columbia university, will speak on "The Present Status of Teaching of English in Secondary Schools." The meeting held March 8, was largely attended.

Attorney Frederick P. Bellamy has been appointed a trustee of City college by Mayor Low to take the place left vacant by the resignation of James McKeen.

At the recent annual meeting of the Male Teachers' Association, Pres. George H. Chatfield declined renomination. The election of officers resulted as follows: Pres., Silas C. Wheat; Vice-pres., Adolph Mischlich; Sec'y, Walter A. Duke; Financial Sec'y, George E. Johnson; Treas., Loron M. Burdick.

City Superintendent Maxwell is advocating the location of the new Brooklyn manual training high school at Hanson place and Flatbush avenue, rather than on Seventh avenue, between Fourth and Fifth streets, the site already purchased

for this purpose. The former is central, while that on Seventh avenue is not particularly convenient for pupils from all parts of the borough, and it is not especially accessible for pupils from other boroughs who may desire to attend this manual training school, the only one in the city. Now that borough lines are abolished, the children of any borough are entitled to share the facilities of another if special provision in the home borough is not made.

The bill introduced by Senator Elsberg, authorizing the City college to participate in the teachers' retirement fund, has been passed by the state assembly at Albany.

The board of trustees of City college has sent to Architect George B. Post the following specifications for the new edifice in 140th street and St. Nicholas terrace; there are to be separate buildings for the collegiate and academic departments, a chapel attached to the former, and separate physical, mechanical, and chemical laboratories, the whole to cost about \$1,500,000. Resolutions have been drawn up by the college trustees expressing to Miles M. O'Brien appreciation of the valuable services rendered by him as associate trustee and as chairman for nearly two years.

Half-Hour Study Period.

An innovation in Brooklyn schools is a regulation providing that in the grammar schools the pupils shall have one-half hour each day to prepare lessons in the school-room. In the government of schools it is difficult to lay down hard and fast rules for students, because the mental apparatus of children varies so greatly that there is great danger that, in inaugurating a system which may be of decided advantage to one class, it may work hardship to another class whose mental capacity is less. Altho the greatest complaint against the "cramming" process comes from parents of high school children, there seems but one opinion as to the advisability of breaking up the strain upon children in the grammar grades.

Each child in a class has the same studies as his neighbor and, save for brief periods devoted to light gymnastics, occasional singing and sewing lessons, the children spend the entire five hours of their school day in reciting lessons or in drill. The strain of such protracted attention on immature brains cannot fail to be injurious, it is argued, if the child really pays attention. If he becomes stupid and befogged, of course the recitations will do him little good. The proposed half-hour a day devoted to the preparation of lessons will be a healthful break and will relieve the strain. It will also give the teacher a chance to supervise the preparation of lessons by pupils who need help. The system of study at home gives an unfair start to the pupils whose parents can show them how to study and can explain the perplexities which constantly arise. Teachers in the graduating classes complain that they have to do over again much of the work supposed to have been done in the lower grades. They have to do this because the children have never been taught how to study. The children have not been taught because the teachers, with the constant recitations to occupy them, have no time to give to personal explanations or individual teaching. The pupils who need help the most are those who are least able to follow the class explanations, and least likely to ask for a repetition or to propound questions. If the teachers devote this half hour to teaching backward children how to think it will be worth more to the general average of the school than any other period of the day.

Commercial German.

At the sixth regular meeting of the High School German Teachers' Association,

of New York and vicinity, last Saturday, Mr. Arnold Kutner, of the Dewitt Clinton high school, read a paper on "The Teaching of Commercial German." He traced the development of the commercial school idea in Germany thru the various experimental stages to the present scientific and yet practical institutions recognized as standard throughout the world. He emphasized particularly the advantage to be gained by the teacher of modern languages from a study of the methods employed in these schools. The teaching in American schools lacks practicality and adaptation to the demands of commercial life. Instead of instruction looking to literature and culture, Mr. Kutner advocated effort aiming more immediately at serviceableness in active life. Grammar should be taught and illustrated not by disconnected sentences of the Ollendorffian type, but by carefully composed connected passages, describing actual business transactions, and thereby introducing the pupil to the vocabulary of every day affairs. Instead of the ordinary course of classical reading, Mr. Kutner advocated the use of selected passages illustrative of German history, art, life, customs, business, industry, etc., and instead of the usual manual of prose composition, he maintained that the pupil should be drilled in composition by means of business forms and documents. The speaker's views were illustrated by the reading of a model lesson prepared for the purpose on "The Passive Voice."

A lively discussion followed, bearing particularly upon the applicability of the suggested methods to the present high school course. The desirability of improved methods of teaching German in the distinctively commercial departments was frankly conceded.

Appropriation for Universities.

WASHINGTON, D. C.—A bill is now pending in Congress which, if passed, will mean much to the state universities all over the country. It provides an appropriation of \$10,000 a year to each state and territory, to be paid from the proceeds of the sale of public lands, and to be increased by \$1,000 a year for five years. This sum is to be devoted to establishing a department of mining metallurgy in the land grant colleges. In the action of Congress thus far, for the promotion of either general or industrial education, no account has been taken of the vast mining and mineral industries of the United States, the product of which in 1900 amounted to \$1,000,000,000. The amount of appropriation provided in the bill for forty-eight states and territories for the first year is \$480,000, and will amount to \$720,000 per annum at the end of five years.

Educational Meetings.

March 21-22.—Central Illinois Teachers' Association at Peoria, Ill.

March 24-28.—Winnebago County (Ill.) Teachers' Institute, Rockford.

March 27-29.—Thirty seventh meeting of the Michigan Schoolmasters' club at Ann Arbor, Mich.

April 3-5.—Southern Illinois Teachers' Association at Centralia, Ill.

April 3-5.—Northern Indiana Teachers' Association at South Bend, Ind.

April 4-5.—Ohio Valley round table at New Cumberland, W. Va.

April 23-25.—International Kindergarten Union, Boston.

April 24-26.—Northern Illinois Teachers' Association at Ottawa, Ill.

April 26-27.—Tri-State Teachers Association, at Huntington. W. H. Cole, president, Huntington, W. Va.

March 28-29.—Northern Central Association of Colleges and Secondary Schools at Peoria.

March 28-29.—Spring meeting of superintendents' and principals' round table of the Colorado State Teachers' Association, Colorado Springs.

Progress in New Jersey.

TRENTON, N. J.—The annual report of State Supt. Charles J. Baxter has just been issued. The first year of the new century finds in New Jersey schools a higher educational standard and better salaries for teachers, more thoro and effective instruction, more advanced and rational courses of study, and more adequate and sanitary school accommodations than before.

The amount expended for teachers' salaries during the year of 1900-1901 was \$4,110,295.55, an increase of \$304,813.13 over that of the preceding year. The number of teachers employed was 7,561, at an average monthly salary of \$58.02, as against 7,012 teachers of the preceding year with an average salary of \$54.80. This is an increase of 7.8 per cent. in the number of teachers employed and an in-

crease of about six per cent. in wages given.

During the year taxes for current expenses were levied by 389 school districts, and there was an increase in taxes raised of \$249,423.87. Thirty new buildings have been erected and sixty-nine have been enlarged and refurnished. The total enrollment of pupils was 336,432, the increase in the average number being 12,624.

Superintendent Baxter commends the action of the state legislature of 1901 in authorizing an appropriation for the next two school years, which shall equal thirty-five per cent. of the entire state school tax of \$1,486,806.75. Each tax-payer upon property owned in the state will thus have thirty-five cents of each dollar of school tax paid for him. The superintendent makes an appeal to the state for a more liberal appropriation for school libraries.

New School Laws.

TRENTON, N. J.—Senator McKee has introduced the new school bill, intended to take the place of the Stokes act. The new act fixes the terms of the members of the state board of education at five years, and it adds the Farnum preparatory school to the schools now under the board's management. It divides the state into cities and other municipalities as one class and places townships, incorporated towns and boroughs in another class. It provides optional boards of education for some municipalities, and gives local boards of education power to condemn lands for school sites and to expel teachers who have not been vaccinated. It provides a fine of from \$1 to \$25 or ninety days imprisonment, for parents or guardians failing to compel their children to attend school. Common councils are empowered to issue bonds or to make appropriations for school-houses or school maintenance on approval of the board of estimate.

Here and There.

DES MOINES, IA.—A bill granting one-fifth of a mill levy for buildings and grounds for Iowa university was passed in the state senate March 7, after a long debate. An effort to transfer expenditures from regents to the legislature was defeated and increased appropriations were made for the university and also for the state agricultural college.

ITHACA, N. Y.—Mr. H. Morse Stephens professor of English and of European history at Cornell university, has resigned to accept a similar position with the University of California. He will also act as head of the state department of university extension. He has been connected with Cornell university for eight years. He was educated at the University of Oxford, England.

MILWAUKEE, WIS.—The Milwaukee Principals' Association recently held a meeting at which the discussion was on "The Little Tough; His Making and His Breaking." Among the influences for evil Principal Keppel mentioned the modern metropolitan press, which he said is "the sewer into which is poured, by means of telegraph and telephone lines, the filthy reeking stories of divorces, elopements, murders, and other scandals tending to develop sensationalism in both the little tough and the big tough." The association adopted a resolution recommending the establishment of a parental school. At the next meeting a resolution favoring the passage of a law to create a teachers' retirement fund will be acted upon.

ALBANY, N. Y.—George J. Andrew, of Gloversville, N. Y., has made application for the position of principal of the teachers' training class. The present incumbent, Harriet Van Buren, has told the board that if it wishes to continue her services as principal permanently, she desires compensation at the rate of \$120 a month.

LEBANON, PA.—Fifty-eight students of the Lebanon high school out of a total registration of 181 have been suspended by the principal, Prof. L. I. Loveland, because they were in open rebellion against the discipline of the school. The trouble grew out of the alleged ill treatment of a sixteen-year-old girl, whom Prof. Emerson Heilman, instructor in music, is said to have violently shaken. A number of girls hissed the teacher and were expelled. The other students refused to attend the classes in music and were suspended. The school board is investigating the affair.

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The Foundations of Education

A new book on Pedagogy by Dr. Levi Seeley, author of "History of Education." Endorsed by W. T. Harris, U. S. Commissioner of Education; Charles R. Skinner, Supt. of Public Instruction, State of New York; C. J. Baxter, Supt. of Public Instruction, State of New Jersey; W. N. Sheats, Supt. of Education, State of Florida; Albert Leonard, Supt. of Michigan System of Normal Schools.

Among the topics discussed are: 1. *Who are responsible for the Education of the Child?* 2. *The Study of the Child's Mind.* 3. *How to Strengthen the Memory.* 4. *The Best Plan of Study.* 5. *A New Marking System.* 6. *The Best Methods of Discipline.* 7. *How Should Text-Books Be Used?* 8. *The Teaching of Patriotism.* 9. *How Much Time Should Be Given to Moral Instruction in the School-Room?*

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POUGHKEEPSIE, N. Y.—The Eliza Davison house, named after the mother of John D. Rockefeller, the donor, was opened at Vassar college recently. It is a residence hall which will accommodate about 100 students.

BYRN MAWR, PA.—By the upsetting of a lamp in the room of one of the students of Bryn Mawr college, March 15, a fire started in Denbigh hall, and the dormitory was burned to the ground.

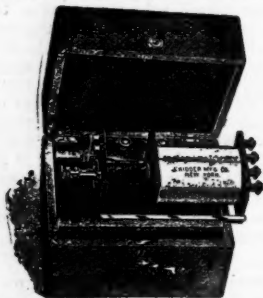
COLORADO SPRINGS, COL.—The spring-meeting of the superintendents' and principals' round table of the Colorado Teachers' Association will be held here March 28-29. Mr. C. E. Chadsey, of Denver, will preside.

A meeting of the New York State Music Teachers' Association will be held at Newburg-on-the Hudson June 24. The oratorio of Elijah will be presented.

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San Francisco and Return—\$67.

The Lackawanna Railroad will sell on April 19 to 26, inclusive, round trip tickets from New York to San Francisco and return for \$67. The same rate will apply also to Los Angeles and tickets will be good for return until June 25. Stop-over will be permitted in both directions west of the first Colorado, Wyoming or Texas points reached on the going trip. These rates are much less than the single one-way fare. A postal card will bring further information if addressed to T. W. Lee, General Passenger Agent, Lackawanna Railroad.

Earl Hall, Columbia's fine new clubhouse which cost \$125,000, was formally opened March 8. The speakers were William Earl Dodge, the donor, President Butler, Rev. Dr. Huntington, Dean Van Amringe, and Librarian Canfield for the faculty, and W. R. Morley, J. A. Edwards, and Allan B. Bradley for the students.

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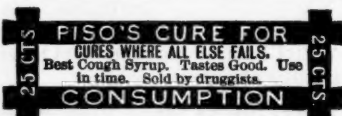
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The onion is undoubtedly a wholesome article of food, in fact has many medicinal qualities of value, but it would be difficult to find a more indigestible article than fried onions, and to many people they are simply poison, but the onion does not stand alone in this respect. Any article of food that is not thoroughly digested becomes a source of disease and discomfort, whether it be fried onions or beef steak.

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An address by Joseph Choate, ambassador to Great Britain, on the career and character of Abraham Lincoln—his early life—his early struggles with the world—his character as developed in the later years of his life and his administration, which placed his name so high on the world's roll of honor and fame, has been published by the Chicago, Milwaukee & St. Paul Railway and may be had by sending six (6) cents in postage to F. A. Miller, General Passenger Agent, Chicago, Ill.

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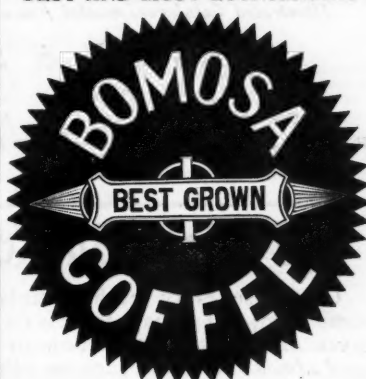
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